

## Point of View

By John Lewis Gaddis

**G**REAT EPOCHS rarely pass without leaving behind ruins of one kind or another, and the cold war will be no exception. The Berlin Wall has been broken up into museum displays, sock-drawer souvenirs, and anonymous rubble. We have the abandoned missiles, bombers, and military bases, one of which has even been entombed in ash by an adjacent volcano, rather like Pompeii and Herculaneum. And then we have international-relations theory.

Intellectual archaeologists of the future are sure to puzzle over the belief once prevalent, chiefly within departments of political science in American universities, that the complexities of world affairs could be reduced to simple theories that would allow one not only to explain the past but also to predict the future. As the founding father of the field, Hans Morgenthau, once put it, the theoretical approach to the study of international relations would "increase the reliability of prediction and thereby remove uncertainty from political action."

That now looks like a very bad prediction, indeed, for none of our major theories of world politics came anywhere close to anticipating the end of the cold war or the (so far) peaceful disintegration of the Soviet Union. It will not do to claim, as some embarrassed theorists now do, that forecasting was never their intention in the first place, because the theorists repeatedly and explicitly set that task for themselves. Nor can they argue that the end of the cold war is an inappropriate test. International-relations theory was largely built on the study of the cold war; if it failed to foresee so fundamental an event as the disappearance of that conflict, then it is difficult to know where else we might expect it to succeed.

What accounts for the bankruptcy of a field that promised so much? The problem, I think, was not with the claim that one could turn politics into a science; rather it was with the *kind* of science that theorists of international relations tried to turn politics into.

Seeking objectivity, legitimacy, and predictability, social scientists in the United States set out after World War II to embrace the traditional methods of the physical and natural sciences. They hoped to bring to the study of politics the same emphasis on precise observation, rigorous quantification, and reproducibility of results that characterized work in physics, biology, and applied mathematics. But they did so at a time when physicists, biologists, and mathematicians, concerned about disparities between their theories and the reality they supposedly modeled, were gradually abandoning old methods in favor of new ones that accommodated indeterminacy, irregularity, and unpredictability—precisely the qualities that the social sciences were trying to leave behind. There was, in effect, a methodological passing of ships in the night: The "soft" sciences tried to become "harder" just as the "hard" sciences were becoming "softer."

The old Newtonian vision that science could not only account for, but also predict, all phenomena had begun to fade among "hard" scientists as early as the beginning of this century. Einstein's physics made time, like space, a relative concept; another element of certainty dropped away with Heisenberg's unsettling discovery that the very act of observing certain phenomena altered them, so that the precise measurement of one characteristic obscured others.

By the 1960's, it was becoming clear that two whole classes of phenomena existed, one which lent itself to prediction and one which did not. Prediction was possible where one or two variables acted under known or controlled conditions. But if the number of variables increased even slightly, or if the conditions under which they operated changed even a little, then one entered the realm of chaos; and although the boundaries of chaotic systems often can be specified, one can



CYNTHIA MAURICE FOR THE CHRONICLE

## The Cold War's End Dramatizes the Failure of Political Theory

rarely predict the behavior of their particular parts at any particular time.

The classical scientific method had been to generate laws, and hence predictions, from experiments that limited the number of variables involved and controlled—sometimes quite arbitrarily—the conditions within which they operated. Newton's laws of motion, for example, assumed perfectly smooth balls rolling down frictionless inclines with no air resistance, a condition never actually encountered in the real world. Generations of students were taught that feathers and stones fall to earth at the same speed, despite obvious evidence that they never really do.

Predictability was achieved by removing the object being studied from its origins and its surroundings: One gained a vision of the future by shutting one's eyes to the past and the present. But the more one observed past and present, the more Heisenberg's principle came into play, and the less confidence one could have in one's ability to forecast what was to come.

Theorists of international relations use the methods of classical science when they seek to reduce the number of variables that they deal with, as Morgenthau did by insisting that all politics boiled down to efforts "to keep power, to increase power, or to demonstrate power." They embrace a Newtonian approach when they try to control conditions, as "neo-realist" theorists of international systems do who assume that the internal characteristics of states have nothing to do with their external policies. These theorists confuse clouds with clocks when they seek to encompass the complexities of human behavior with precise mathematical formulae. These theorists know that if they do not impose such exclusions, controls, and quantifications, complications will quickly overwhelm their analyses, and predictability will suffer.

**E**XERCISES OF THIS KIND can produce useful insights. So too can simple experiments in freshman physics. But such generalizations perform badly when applied to the real world: After all, from 1989 through 1991 the second most "powerful" state on the face of the earth did voluntarily give up power, despite the insistence of international-relations theory that this could never happen.

The construction of theory—at least in the traditional scientific method—requires departures from reality; but if forecasts derived from theory are to succeed,

they must account for reality. That is the paradox that theorists of international relations have been struggling, with such lack of success, to resolve. Theorists in the "hard" sciences gave up on it some time ago.

None of this is to say that a "science" of politics is impossible. It is only to suggest that political science, as it is still too often practiced, needs to catch up with real science: It needs to liberate itself from a level of experimentation and generalization approximating that of the freshman-physics laboratory. Such a liberation will require recognizing that reductionism may well yield predictions, but that those predictions will have little to do with the real world. True realism is that which acknowledges the power of contingency and therefore how limited our powers of prediction are always going to be.

To the extent that prediction is possible in international affairs, it is probably best done by focusing on long-term historical processes. Post-World War II theorists of international relations derived what purported to be universally applicable generalizations from a particular point in time, which was the height of the cold war. Apart from glancing references to Thucydides, they paid little attention to history or to the identification and characterization of its long-term trends. And yet, such trends are one of the few things about which one can sensibly make predictions: Precisely because they are long-term, they are not likely to disappear tomorrow.

**T**HIS ANALYSIS suggests that the evolutionary sciences of geology and biology might provide better examples for the study of politics than more static disciplines like physics, chemistry, and mathematics. For in the earth and life sciences, time does pass, structures do evolve, and by looking at their pasts one can say something, in very general terms at least, about the future of such structures. Seismology may be an inexact science, but it does reveal to us the fault-lines along which earthquakes are going to occur, together with their approximate frequency. Natural selection may be very slow, but it does allow for the adaptation of organisms to environment—that is, for a kind of learning over generations—which might happen much faster if the organisms in question should turn out to be intelligent ones. Surely these approaches better approximate how the real world works than do the reductionist models of the "old" political science.

One might—at least as a thought experiment—construct a model capable of simulating all of international relations in all of their complexity. But the model would have to be of such complexity as to render it indistinguishable from that which was being modeled, which would rather defeat its purpose. So in practice, we tend to fall back upon the only known simulative technique that successfully integrates the general and the specific, the regular and the irregular, the predictable and the unpredictable: We construct narratives. But that, of course, is what novelists and historians do.

My point, then, is to suggest not that we jettison the "scientific" approach to the study of international relations, only that we bring it up to date by recognizing that good scientists, like good novelists and good historians, make use of all of the tools at their disposal. They include not just theory, observation, and calculation, but also narrative, analogy, paradox, irony, intuition, imagination, and—not least in importance—style.

The alternative, I fear, is a science likely to take its place, alongside alchemy, phlogiston theory, and perhaps Marxism-Leninism, in the museum of antiquities.

John Lewis Gaddis, professor of history and director of the Contemporary History Institute at Ohio University, is the author of *The United States and the End of the Cold War: Implications, Reconsiderations, Provocations* (Oxford University Press, 1992).

# THE CHRONICLE

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Volume XXXVIII, Number 47

## Quote, Unquote

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"The bill just doesn't go far enough to address the broadening gulf of needs for lower- and middle-income students."

A student-aid official, on the new higher-education law: A15

"It's like firing a cannon into the crowd."

A benefits consultant, on early-retirement plans: A11

"You do it because it's pretty, not because it keeps airplanes in the sky or because it explains the economy."

A professor of mathematics, on research mathematics: A6

"It took years and years of being there, every single day for three meals a day."

A sociologist, on gaining the trust of a group of men in a Chicago cafeteria: A8

"The list of things that one ought to read grows like a blob in a horror movie."

A professor of history, on information overload: A32

"They are scared of retribution, that they will be unable to get future support."

A professor, on why few scholars appeal when their grant applications are rejected by U.S. agencies: A18

"Universities think it's poor politics to admit the dangers involved with having reactors on their campuses. Campus cops treat them the way they would treat the bowling alley next door."

The head of an anti-nuclear group, on research reactors at universities: A23

"There's no money for anything."

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## Early Retirement Catches On

When his university offered to credit Tony Bonadies with three extra years of service, he jumped at the chance. Stories start on Page A11.

GALLS SHOWN FOR THE CHRONICLE

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## This Week in The Chronicle

July 29, 1992

### Scholarship

#### LOVELY MATHEMATICS

A professor uses arguments drawn from philosophy and art to convince those who are not schooled in mathematics that the subject is attractive: A6

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A sociologist examines a group of working-class men who, he argues, have been damned to invisibility in typical accounts of black America: A8

Hoover gets archives of Socialist Workers Party: A6

Arts and sciences academy takes on Mideast peace: A6

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Lehigh's Jerry P. King

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The law offers new benefits for some students, but could deny aid to others who are now eligible: A15

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The Supreme Court's decision to overturn a "hate crimes" law is said to offer little guidance to colleges trying to protect students from harassment: A26

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Hampton U. has revised a policy that banned students with the disease from attending the institution, winning both praise and criticism from civil-rights groups: A27

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Piano competition ends without a winner: A4

Iowa blood donors hope to help foreign student: A5

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Students need more protection and supervision than many colleges have been providing. Opinion: B1

#### ART AND LIFE IN AFRICA

An exhibit at the University of Iowa Museum of Art examines the close relationship between the two: B32

Gazette: A29



## MARGINALIA

You never know what will turn up on the Internet. We liked this announcement for a mythical new journal (which was labeled "This is a JOKE, slightly serious, from R. Wilk at Indiana"):

**Pro Forma**  
The Magazine  
for the Busy Academic  
A new journal devoted to those who do not have time to read it.  
No articles, no commentary, no book reviews!

All sections can be read in less time than it takes to advise the average undergraduate student.

Here are some of the topics and sections to appear in the first issue:

THE LEGAL ADVISOR  
■ "Don't Publish, Don't Perish: Creative Litigation and Tenure"

THE ART OF THE CONFERENCE  
Being a Discussant Without Reading the Papers  
■ Opening remarks for every session:

"These papers admirably demonstrate both the strengths and weaknesses of the field today."

"It is nice to see that some people can still get interested in this topic."

■ 10 French names that intimidate  
■ 10 all-purpose long summary sentences with no content

■ The art of academic flattery through easy key words: *seminal, pathbreaking, essential, fundamental* . . .

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■ Allows you to freely cite pages, without buying or reading the book!

**Bolterplate—A New Computer Program That Writes Half of Your Monograph**

There was more, but that's all we have room for.  
—C.O.

## In Brief

## Japanese drop plans to convert N.H. college

ANTRIM, N.H.—Financial problems have brought a halt to plans to convert the defunct Hawthorne College into an aviation school and a multicultural college for students from all over the world.

Maruzen Kensetsu, the Japanese real-estate company that bought the 478-acre campus more than a year ago, said it was facing financial difficulties and could not afford to complete the plan.

The company had spent \$15-million dollars to renovate buildings for the college and operate the aviation school, which had 18 students and 30 employees. The company had promised \$13-million more to expand the school and build the college, which had not yet opened. "We were in quite a growth mode," said Gene Benson, director of the aviation school and chief administration official of the college. He said it was unlikely that the project would be resumed.

■ **Campus police arrest men for sexual acts**  
MILWAUKEE — Police at the University of Wisconsin's campus here have arrested 80 men over the past two months for lewd and improper behavior in campus restrooms.

The police began monitoring the restrooms after university employees complained they were being subjected to unwanted sexual advances. The police said they had made some of the arrests when men propositioned plainclothes officers.

Most of the arrests were made in Mitchell Hall, a building containing administrative offices and classrooms. Joseph Amodeo, a lieutenant with the campus police force, estimated that between 8 and 15 of those arrested were students. He said it was not yet clear how many were faculty or staff members. Each offender was fined \$93.

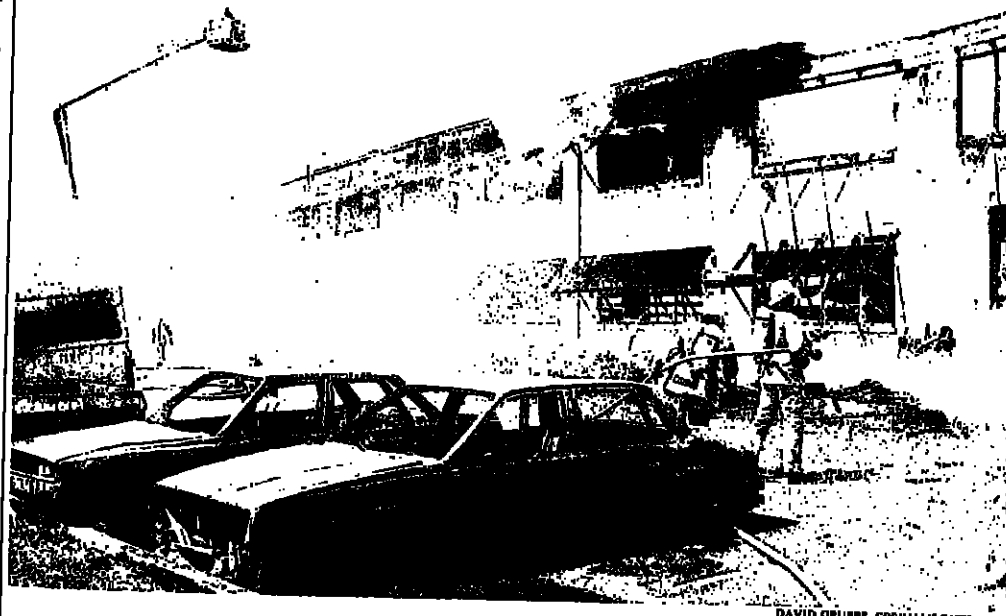
Members of Queer Nation, a gay-activist group, accused the plainclothes officers of provoking the behavior by engaging in sexual activities themselves, a charge the police deny.

■ **Blaze at Oregon State U. damages sophisticated equipment**  
CORVALLIS, ORE.—A fire at Oregon State University damaged a building and some of the \$4-million worth of mail and printing equipment it housed (above).

The blaze, which began when hot asphalt overflowed from a repair truck, destroyed sophisticated equipment in the building, 13 cars parked outside, and thousands of pieces of university mail, including letters notifying high-school students of their acceptance by the institution.

Among other items destroyed in the blaze were 1,500 books that were to be shipped to Syiah Kuala University, an institution on the island of Sumatra that specializes in the sciences.

A university spokeswoman said that local residents who learned of the fire had donated more books and equipment to send abroad.



Blaze at Oregon State U. damages sophisticated equipment

■ **Auditors say college must repay millions**  
BUFFEN, N.Y.—The state and local education departments have asked Rockland Community College to repay \$9.8-million in tuition assistance that government auditors say was improperly distributed to more than 3,200 students from 1983 to 1987.

The auditors say the students should not have received aid because they were enrolled in Judaic studies courses that did not meet the criteria for a liberal-arts degree.

College officials argue that the students were eligible to receive aid. The college has filed a lawsuit with the state Supreme Court, asking that the state be barred from recouping the money.

Meanwhile, Rockland County lawmakers are investigating the college's handling of the case. They say they were not properly informed of the college's potential financial liability. College officials say that they learned only recently of the extent of the disbursements and that they told county officials of the lawsuit.

■ **Lawrence Welk music given to N.D. State U.**  
FAROO, N.D.—More than 15,000 musical arrangements used on the Lawrence Welk television shows will be donated to North Dakota State University, along with the late band leader's office furniture, photographs, and other memorabilia. Mr. Welk (right), a North Dakota native and the father of "champagne music," died in May.

■ **Putting everything in place at Winthrop**  
ROCK HILL, S.C.—The concrete work at the main entrance of the former Winthrop College now read "Winthrop University." Winthrop held a ceremony to unveil the new letters, put in place by Bill Covington (above), campus structural supervisor. A law passed in February allowed the college to become a university.

■ **Plane competition ends without a winner**  
COLLEGE PARK, MD.—The University of Maryland's William Kapell Piano Competition has wrapped up its 21st international competition without a first-place winner. The jury decided not to announce a top winner because none of the finalists had impressed them as outstanding, according to Janet Dowling-Hill, director of public relations for the university. Anthony Hewitt of Great Britain and Daniel Shapiro of the United States each received a \$10,000 second prize.

Forty people participated in the nine-day competition, which was open to pianists aged 18 to 33.

■ **Corrections**  
■ A table on graduation rates (*The Chronicle*, July 15) gave incorrect data for freshmen who entered Illinois State University in the fall of 1984 and graduated within six years. The table should have said that 32 per cent of the 24 Asian men and 42 per cent of the 24 Asian women graduated; 18 per cent of the 123 black men and 22 per cent of the 228 black women graduated; 29 per cent of the 24 Hispanic men and 46 per cent of the 26 Hispanic women graduated; and 45 per cent of the 1,370 white men and 53 per cent of the 2,018 white women graduated. Neither the one American Indian male nor the one American Indian female graduated.

■ Because of incorrect information supplied by Western Kentucky University, the table also erroneously reported the graduation rate for white men at that institution. Thirty-three per cent of the white men who entered in 1984 graduated within six years.

■ **Bankruptcy of Integrity**  
Mr. Anderson discusses many real problems in academe; Mr. Fish allows, but "they are not going to be remedied by someone who points his moral finger at us and says, 'Now you stop doing that.'"

■ Mr. Anderson assigns blame for the demise of higher education to virtually every constituency in it. Students, he believes, are of lesser character than those in his day, at Dartmouth 35 years ago, when, he notes, his professors were "all walking models of intellectual integrity." Professors nowadays, he says, are "the most suspect of

and the demise of Higher Education, by Charles Sykes; and *Illiberal Education: The Politics of Race and Sex on Campus*, by Dinesh D'Souza.

Mr. Anderson echoes the indignation of those authors. "We know," he writes, "about the smothering impact of 'politically correct' thought. We know of the assault on the history and values of Western civilization. We know of the financial corruption. We know of policies that judge, not by intellect and achievement, but by skin color—all in the name of anti-racism."

In comparison with earlier books that circulated such indictments, says Stanley Fish, a professor of English at Duke University who has debated some of the critics, *Impostors* is "a fairly shabby performance." Mr. Fish, whose essay on the book is forthcoming in *The Washington Monthly*, calls the book less informed, less intelligent, and less mean-spirited than its predecessors—so "it isn't even fun to read."

■ **Strong Action Recommended**  
To root out the "impostors," Mr. Anderson recommends strong action, including:  
■ Discontinuing tenure and relying on governing boards to guarantee academic freedom.  
■ Separating faculties into teachers and researchers, with teachers receiving higher pay.  
■ Stopping the use of graduate teaching assistants, whom Mr. Anderson calls "beer-drinking buddies" of undergraduates. He says the current system amounts to "children teaching children," and says professors should be forced to spend more time doing "what they were hired to do" and less on "spurious research and writing."

■ Mr. Anderson's audience for *Impostors*, he believes, will be "anyone interested in this issue," from trustees to faculty members to professors to students and parents.

He says he wrote his book in an accessible style, figuring that "if I write something very simple and very clear, my academic colleagues might read it."

## Iowa blood donors hope to help foreign student

IOWA CITY—The University of Iowa held a bone-marrow drive this month to find a match for Wei-Ling Wen, a doctoral candidate from Taiwan who has chronic leukemia.

About 340 people turned out to donate blood and see if they could be donors for Ms. Wen, who can be cured only by total replacement of her bone marrow.

Several potential matches have been found. A donor is a potential match if he or she has four of six blood factors that are similar to the patient's. Iowa will not know whether it has found a true match until August. Colleen Chapman, coordinator of the bone-

■ **U. of California to stress teaching and service**  
OAKLAND, CAL.—The University of California system has revamped its faculty-reward policies to require that teaching and service be given greater consideration in evaluating and promoting professors.

The changes were announced at a meeting of the university's Board of Regents.

The new policies call for rewards for faculty members involved in "mentoring and advising students or new faculty."

The standards used for promoting faculty members to higher salary levels within the rank of full professor also have been modified. In the past, promotion to the higher levels required national or international distinction in research. Now such distinction can be in teaching or research.

The changes grew out of a study by a systemwide panel that found professors were "too often" caught in a "vicious circle" of seeking research grants, leaving them insufficient time for teaching and other activities.

■ **Portrait**  
*'Corrupt Priests' of Academe Brace for Another Hit*  
By PETER MONAGHAN  
STANFORD, CAL.

Academics might be flattered to hear their institutions elevated to the status of temples of learning.

They may be less pleased, however, when they read that Martin Anderson says they have intellectually, ethically, and even morally sullied their hallowed place.

Mr. Anderson, a senior fellow at the Hoover Institution on War, Revolution, and Peace, makes his charges in *Impostors in the Temple*, which was published by Simon & Schuster and arrived in bookstores this month. "It has been quite a while," Mr. Anderson writes on its first page, "since anyone spoke of the world of American higher education as a place of integrity. For good reason. Within that world, integrity is dead, having succumbed to the death of a thousand cuts."

The Hoover Institution is a research and public-policy organization affiliated with Stanford University.

The book seems to be guaranteed good play. Mr. Anderson, who has worked at the Hoover Institution since 1971, is scheduled to appear on television's "Today" show next month. And book buyers clearly welcome condemnations of academe. In recent years several critiques have appeared, and some, charging higher education in lurid terms with ravaging its own spirit and failing to give students what they were promised, have sold well.

The central conceit of *Impostors* is the academy as a temple of unimpeachable integrity—"the home of the high priests of the American intellectual world" who should be "brilliant scholars" and "conscientious teachers." Lamentably, Mr. Anderson contends, too many "corrupt priests" have betrayed their profession by disdaining teaching, misrepresenting their research as important, and pushing radical policies.

■ **Great Pretenders**  
Mr. Anderson describes the subversion of higher education by these "great pretenders of academe" as total, although he estimates their number is small and he asserts that American universities are the world's best. The point, he argues, is: "Are they what they profess to be?"

Mr. Anderson says he has been contemplating American higher education for 30 years. He was a policy adviser to Presidents Nixon, Ford, and Reagan. In his previous books, he diagnosed from a libertarian political stance such contentious issues as welfare reform and military conscription.

For his latest book, Mr. Anderson draws on anecdotes from his own experience while studying at Dartmouth College and the Massachusetts Institute of Technology, and working at Columbia University's business school from 1962 to 1968, and working on the Stanford campus. Most clearly, though, his book is a compendium of criticisms leveled at academe in recent years, many in books he invokes in passing—such as *ProfScam: Professors*

and the demise of Higher Education, by Charles Sykes; and *Illiberal Education: The Politics of Race and Sex on Campus*, by Dinesh D'Souza.

Mr. Anderson echoes the indignation of those authors. "We know," he writes, "about the smothering impact of 'politically correct' thought. We know of the assault on the history and values of Western civilization. We know of the financial corruption. We know of policies that judge, not by intellect and achievement, but by skin color—all in the name of anti-racism."

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## Root- noters

This has been a year of unlikely acquisitions for the Archives and Library of the Hoover Institution on War, Revolution, and Peace.

First, the bastion of cold-war research and polemics gained permission from the Committee on Archival Affairs of the Russian Federation to microfilm the previously secret records of the Communist Party, from the 1917 Revolution to the present—some 25 million pieces of paper in all.

Now the institute has been given the archives of the Socialist Workers Party of the United States, a New York-based organization formed in 1928 by followers of Leon Trotsky.

The collection contains original manuscripts of Trotsky, including his letters and drafts of his biographies of Lenin and Stalin.

Among the more than 300 boxes of new holdings are documents that are expected to throw light on the American party's internal affairs and dealings with Trotskyist parties around the world. Also among them is an extensive collection of annotated speeches by Fidel Castro. Hoover archivists said officials of the Socialist Workers Party had approached the institute because they were running out of space at their headquarters, and because they saw the value of adding their records of the international Trotskyist movement to the Hoover's existing Trotsky holdings.

As negotiators struggle haltingly toward some kind of resolution of the Israeli-Palestinian conflict, a group of scholars has been working toward providing a few answers of its own.

Last week, a study group of the American Academy of Arts and Sciences released a report outlining a set of nuts-and-bolts suggestions concerning steps to be taken in the transition between Israeli occupation of the West Bank and Gaza and Palestinian self-government.

The study group—made up of American, Israeli, and Palestinian experts on the Middle East—looked at what it called the "realities" of the transition period, such as the practical details of how to begin lifting restrictions on Palestinians' political participation in ways that do not threaten Israeli security.

The report, said Everett Mendelsohn of Harvard University, a co-chairperson of the academy's program on Middle East Security Studies and a member of the study group, was written with an eye toward demonstrating that specific steps to be taken in the transition period are "do-able, non-threatening, and beneficial to both parties."

The report, *Transition to Palestinian Self-Government*, written by Ann Mosely Lesch of Villanova University, will be available in August for \$10 from the American Academy of Arts and Sciences, 136 Irving Street, Cambridge, Mass. 02138.

## Scholarship

### Championing the Philosophy and Beauty of Mathematics

A professor argues that the subject is 'the loveliest on the face of the earth'

By David L. Wheeler

BETHLEHEM, PA. JERRY P. KING believes he is a member of a highly productive but hidden professional subculture that produces works of extraordinary beauty, a beauty the general public rarely appreciates.

Mr. King, a professor of mathematics at Lehigh University, says mathematics "is the loveliest subject on the face of the earth, even though it's considered by the vast majority of people as something repulsive that should be shunned."

The scientific subculture of research mathematicians is largely invisible, says Mr. King, and few people understand that mathematicians have produced more new work in the last 50 years than they had in the previous 50 centuries. When he explains that fact in lectures to general audiences, they are incredulous. "How could it be?" they mutter. "How come no one told us?"

To remedy this situation, Mr. King has written a book, *The Art of Mathematics*, published by Plenum Publishing Corporation in May, that attempts to convince those who are not educated in mathematics that the subject is attractive. Mr. King uses arguments drawn from philosophy, aesthetics, art criticism, and mathematics itself to prove his point.

Mathematicians know two things about mathematics that non-mathematicians do not, Mr. King said in an interview. One is that all of mathematics flows from a few fundamental principles. The other is that mathematics, at its highest levels, is done for aesthetic reasons.

"You do it because it's pretty," he says, "not because it keeps airplanes in the sky or because it explains the economy."

#### An Arch of Ideas

Calculus, Mr. King says in his book, is the gateway into beautiful mathematics. Calculus, he says, is an arch of ideas. Integral calculus, on one side of the arch, can answer questions about the speed, at any given instant, of a falling object. Differential calculus, on the other side of the arch, can answer questions about the areas of regions bounded by curved lines. The key-stone of the arch is "The Fundamental Theorem," a terse equation that links the two kinds of calculus.

Mr. King says it is astounding that the two sides are connected. Why, he asks, should a formula for the area of a lake have anything to do with a formula for the motion of a penny pitched over the side of the Empire State Building?

Yet without the fundamental theorem and the rest of calculus, he says, most scientific research could not exist. "Mathematics and science stand on calculus," he writes. "as, in Florence, shops that sell you the finest silk, porcelain, and gold stand on the Ponte Vecchio."

At worst, Mr. King believes he may be viewed as a crackpot. At best, he knows he will be considered a maverick. The prevailing trend in mathematics education, he says, is to sell mathematics as a toolbox for professional success in science and engineering. Mr. King would like to sell mathematics as a necessary part of a broader liberal education. He says he is a true believer in Bertrand Russell's statement: "Not the mere fact of living is to be desired but the art of living in the contemplation of great things."

No one can contemplate all of the great things without an understanding of mathematics, says Mr. King, who never uses the word "math" because he believes it is an uncomplimentary diminutive. To lack a

**Mathematicians can be bored by teaching what they know, but he urges them to overcome that.**

**"One cannot help being bored.**

**Lawn mowing bores me. But I mow anyway. And I mow well."**

good understanding of mathematics, he says, is to live without an appreciation for Einstein's theory of relativity or the idea of chaos, where random events struggle to break free from the power of mathematical description.

Mr. King's own attempt at describing the beauty of mathematics and helping the public to understand mathematicians has received wildly varying reviews. "I thought he did an excellent job of portraying the psyche of a university mathematics department," says Lynn A. Steen, a professor of mathematics at Saint Olaf College who has himself written frequently about mathematics for general audiences. Christopher Lehmann-Haupt, in *The New York Times*, wrote that Mr. King "flops as a priest of mathematics, falling as he does to convey the esthetics of his subject."

Mr. King's desire to define what was beautiful about mathematics led him on an unfruitful tour of philosophy. He thought that one of the four classical questions of philosophy—"What is beauty?"—was relevant to what he wanted to write. (The other three ask about reality, justice, and truth.)

Mr. King says he often had the sensation, when reading some classics of modern philosophy, that he was only a page away from a discussion of mathematics. While reading *The Principles of Art* by the late Oxford University philosopher R. G. Collingwood, for example, Mr. King was intrigued by Collingwood's statement that a work of art "is not an artifact; not a

bodily or perceptible thing fabricated by an artist, but something existing solely in the artist's head, a creature of his imagination."

Upon reading that, Mr. King says he thought, "This guy is going to go to mathematics next. Mathematics exists entirely in the mind."

Gesturing out to the Lehigh campus from his third-floor office, Mr. King says, "The number 6 isn't out there. You can't turn a rock over and find a 6."

But Collingwood never mentioned mathematics, and Mr. King decided to create his own aesthetic theory. He wondered if mathematics might be able to provide an aesthetic theory for itself, but rejected that idea.

The problem is, he says, that if a mathematician creates a mathematical theory about what makes the best mathematics beautiful, then mathematicians would want a method of checking whether a particular piece of mathematics is beautiful according to the theory. But then the mathematical check itself might also have to be checked, if any assertions about beauty were to hold up. The check of the check would also have to be checked.

"It seemed to me there was the possibility of an infinite regression," Mr. King says.

#### 2 Defining Principles

Mr. King did succeed in devising two aesthetic principles that he thinks define beauty in mathematics. He calls one the principle of minimal completeness: Like a poem with no extra words, a beautiful theorem completely fulfills its mathematical mission without containing any extraneous elements. Mr. King's other principle, of maximal applicability, simply holds that a mathematical "notion" can be widely applied throughout mathematics.

Art criticism also provided some answers to Mr. King's quest. Borrowing from what is sometimes called the Dickie-Danto theory of art, after George Dickie, a professor of philosophy at the University of Illinois, and Arthur C. Danto, a professor of philosophy at Columbia and an art critic for *The Nation*, Mr. King proposes a "mathworld" that corresponds to the "artworld" that the Dickie-Danto theory proposed.

A central element in the Dickie-Danto theory is that art is art because it is presented to a public prepared by art criticism and art theory to accept and understand the art as art. The public was generally ready and willing to look at Andy Warhol's Brillo Boxes as distinct from the ones they saw in the supermarket because critical theories prepared them to see the facsimiles as art. Mr. Danto has argued.

But this creates a problem in mathematics. There are no mathematics critics, and

few mathematicians are trying to prepare the general public, much less the students in their calculus courses, to appreciate the aesthetics of mathematics, Mr. King says. Good research mathematicians are often bored by teaching what they already know, but he admonishes them to try to overcome that. "One cannot help being bored," he writes. "Lawn mowing bores me. But I mow anyway. And I mow well."

#### A Glimpse to Inspire Students

One way to inspire students, Mr. King believes, is to give them a glimpse of what research mathematics is like. For example, a question that intrigues research mathematicians, says Mr. King, is whether mathematics is being created or discovered. Are mathematicians making up new mathematics as they extend the work of previous generations, or are they discovering mathematics that is already "out there," like the laws of physics?

Mr. King believes mathematicians are creating mathematics, but he says he is in the minority on this issue. If mathematicians are just discovering mathematics, he says, that leads to the question, "Who created it?"

Mr. King also worries about the future of beauty in mathematics research if mathematicians become married to computers. He doesn't believe that a theorem that relies on the use of a computer to check it is "elegant," the adjective of praise that is reserved for the best mathematics.

Mr. King cites the use of computers at the University of Illinois to solve what was known as the four-color problem. The mathematical question originally posed by the problem was whether any map drawn in a plane could be colored with four colors in such a way that all countries with a common boundary would not have the same color.

Before the problem was tackled by the mathematicians who finally solved it, researchers had been able to prove a theorem for five colors. No one had ever been able to draw a map that could not, in some way, be colored with four colors. But no one had been able to write a theorem proving any map could be colored with four colors.

#### Disturbing Proof by a Computer

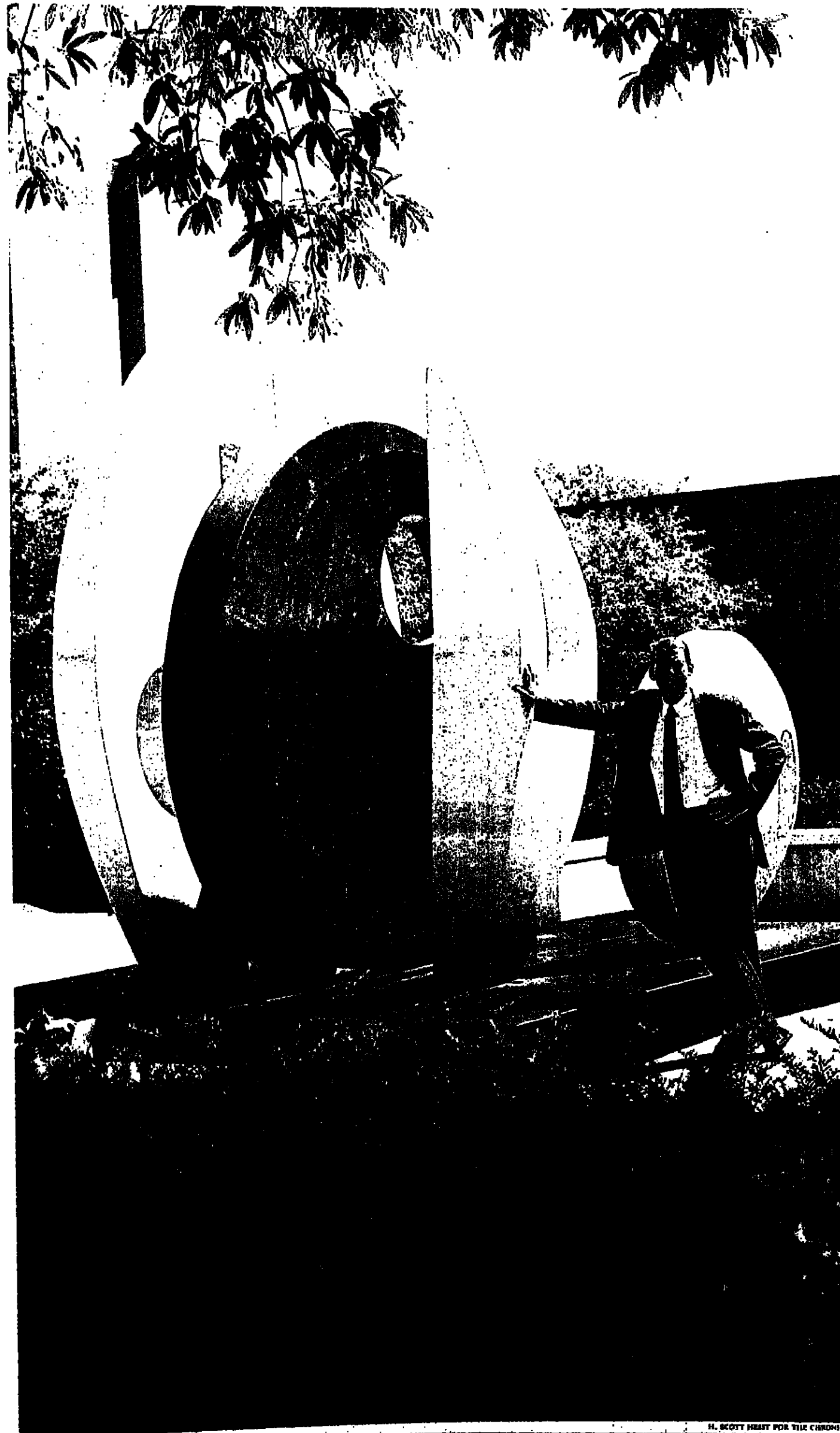
The University of Illinois mathematicians set up a proof that said, essentially, that if any maps of a certain class could be colored with four colors, then all maps could be colored with four colors. They then used a computer to check all of the maps in the class that the theorem depended on. The computer said all maps in that class could be colored with four colors, and so the theorem was considered correct.

This sort of proof disturbs Mr. King. "Is it a proof if no human has checked it or can check it?" he says.

In his book, Mr. King writes that probably nothing is amiss with the proof. But he thinks that the reliance of mathematicians on computers could lead to "a world of disfigured mathematics."

"Truth may choose to live in that world," he says, "but beauty will not." ■

Jerry P. King, a professor of mathematics at Lehigh U., "You do it because it's pretty, not because it keeps airplanes in the sky or because it explains the economy."



By Scott Heston for The Chronicle



## Over Countless Chicken Pot Pies, a View of Working-Class Men

Due next month, 'Slim's Table' puts a human face on the usual statistical portraits of the ghetto

By Scott Heller

**C**HICKEN POT PIE is the special on Thursdays and Sundays at the Valois cafeteria on Chicago's South Side, where a sign beckons visitors: "See Your Food."

Mitchell Duneier discovered the hangout during his third year as a graduate student in sociology at the University of Chicago. Countless orders of his favorite dinner later, he has written a book about the place and its regulars, mostly working-class black men who, he argues, have been damned to invisibility in typical accounts of black America.

*Slim's Table: Race, Respectability, and Masculinity* puts the 31-year-old Mr. Duneier in heady company. Laudatory book-jacket blurbs came from Studs Terkel, Or-

**"A lot of ethnographers irresponsibly adopt larger theories, whether Marxist or conservative, to tell their stories of social and cultural change."**

lando Patterson, and Houston A. Baker, Jr. Due out next month from the University of Chicago Press, the book will be reviewed in *The Nation* along with recent works about race by Mr. Terkel, Elijah Anderson, and Andrew Hacker.

This for a book that stands intact as Mr. Duneier's doctoral dissertation. He received his degree in June and is between his second and third years of law school at New York University.

*Slim's Table* focuses on the black men who gather daily for a hot meal and company at the cafeteria, which borders the university campus in Hyde Park. They include Slim, a quiet and well-respected garage mechanic; Harold, a self-employed exterminator; Ted, a former Army officer who develops photographs for *Playboy*; and Earl, an administrator at the Chicago Board of Education.

The book adds a human face to statistical portraits of the black ghetto, which have shaped public policy about race and poverty. It concentrates on what Mr. Dun-

eier sees as a forgotten majority—working-class men.

As one of the white "university types" who also eat at the diner, Mr. Duneier was slow to gain the trust of the older men. "It took years and years of being there, every single day for three meals a day," he says.

Mr. Duneier offers an admiring portrait of men who find community in the cafeteria, men who embody "quiet satisfaction, pride, inner strength and a genuine expressiveness." Yet they are caught between worlds, "morally isolated" both from mainstream white society and from a younger generation of black men.

The book opens with a lengthy description of the unlikely friendship between Slim and Bart, a bigoted and suspicious white man who hangs out at the cafeteria but scorns many of the other regulars. Slim and several of the others look out for the ornery Bart. They give him rides home on cold nights, and check up on him when he doesn't show up at the Valois for several days. Eventually, Slim contacts members of Bart's family when he is discovered dead inside his apartment.

To Mr. Duneier, what happened between Slim and Bart is the kind of story that is ignored by journalists and sociologists trying to make sense of urban black life. They portray black men either as disaffected members of the underclass or as middle-class Cosby Show yuppies, disconnected from the larger black community.

The men at Slim's table are neither, Mr. Duneier says. "These are not men who find it necessary to show others what 'kinda studs' they are," he writes. "By living in accordance with principles such as pride, civility, sincerity, and discretion, these men confirm for themselves—rather than proving to others—that they possess some of the most important human virtues."

### Many Are Social Conservatives

Ultimately, many of the men are social conservatives, critical both of affirmative-action policies and of black youth culture, including rap music. But because they are isolated, they play a minor role in steady-ing their community, Mr. Duneier says. The author is in Manhattan for an inter-

view, on the way to Chicago to attend his official university commencement. Breakfast at a Park Avenue hotel is a long way from the Valois, where an order of bacon and eggs costs \$2.85.

Mr. Duneier rests a copy of Émile Durkheim's collected book reviews on the table. He is bringing the book back to Chicago to return to Edward Shils, his dissertation adviser, whom he acknowledges in *Slim's Table* as "a model professor, a monument of generosity and learning, elegantly deployed."

A leading advocate of an earlier Chicago school of sociology, which emphasizes qualitative research on city life, Mr. Shils encouraged Mr. Duneier to pursue the Valois project as a dissertation topic. The uni-

**"I didn't want to romanticize these men. I tried to point out their hypocrisies—while they don't want to be stereotyped, they'll stereotype the behaviors of young black men."**

versity's sociology department is better known today for large-scale survey research projects produced by William Julius Wilson and his colleagues.

*Slim's Table* offers a different picture from that in the recent *Cool Pose: The Dilemmas of Black Manhood in America* (Lexington Books), written by Richard Majors of the University of Wisconsin at Eau Claire and Janet Mancini Billson of the American Sociological Association. *Cool Pose* details how young black men learn to act detached, to cope with racism.

Too many accounts of the black community by reporters and sociologists are hurried efforts that reinforce stereotypes, Mr. Duneier argues. Men like the black regulars at Valois who aspire to the standard of respectability have been left behind by these conventional, impatient treatments of their community," he writes in the book.

In a review to be published in *The Nation* next week, Micaela di Leonardo praises Mr. Duneier for working within the

tradition of urban ethnography. But she criticizes *Slim's Table*—as well as works by Mr. Terkel, Mr. Hacker, and Mr. Anderson—for minimizing the ways in which political and economic policies have continued to disenfranchise blacks in America.

Without such structural analysis, these books (she includes Mr. Wilson's work, too) may ultimately give credence to right-wing thinking about race and poverty, which stresses individual action and values, she says.

### 'A Rose-Tinted Vision'

"We are subjected, yet again, to a rose-tinted vision of the old Jim Crow ghetto, told over and over how awful all contemporary black kids are, and informed of the perils of today's black woman," writes Ms. di Leonardo, an associate professor of anthropology and women's studies at Northwestern University.

Slim's table, she adds, is "a world of older black men who turn the other cheek to white racism."

Mr. Duneier says he deliberately avoided applying a single theory in doing his fieldwork.

"A lot of ethnographers irresponsibly adopt larger theories, whether Marxist or conservative, to tell their stories of social and cultural change," he says. "I was bent on understanding the world through the eyes of my subjects."

"I didn't want to romanticize these men," he adds. "I tried hard to point out their hypocrisies—that while they don't want to be stereotyped, they'll stereotype the behaviors of young black men."

Still, he feels strongly that programs to help urban blacks will succeed or fail based on whether they mobilize the strength and support of men like those at the cafeteria, whom he calls "the greatest source of social control in the ghetto." With one year left in law school, he is unsure whether to pursue a career in sociology or in law, although he expects to deal with urban issues.

With the breakfast dishes cleared away, a waiter brings the check. Mr. Duneier leans over to take a look. "I've never seen a breakfast bill for \$33," he says, a little shocked. "You've got to go to the Valois."



RALPH P. HUNTER/STAFF, FOR THE CHRONICLE

Scholarship Publishing

## NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOB  
The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

### ANTHROPOLOGY

**Language Shift and Cultural Reproduction in a Papua New Guinea Village**, by Don Kalsbeek (Cambridge University Press; 30 pages; \$39.95). Examines why Guinean villagers in the Sepik region are abandoning their own language in favor of more widely spoken vernacular.  
**Manufacturing Against the Odds: Small-Scale Producers in an Andean City**, by Hans Buechler and Judith-Maria Buechler (Westview Press; 325 pages; \$18). A study of artisans and small-scale manufacturers in La Paz, Bolivia.  
**Society and Exchange in the West**, by Andrew Burt (Oxford University Press; 314 pages; \$70). Focuses on "feasts of exchange and kinship on Nias, an island off Sumatra, Indonesia."

### ARCHAEOLOGY

**Death, Society, and Ideology in a Hohokam Community**, by Randall H. McGuire (Westview Press; 209 pages; \$35). Uses data from more than 200 graves to reconstruct the social structure of the early inhabitants of the Arizona site of La Cadilla (A.D. 725-1100).

### ART AND ARCHITECTURE

**Urban Art in the Service of the Empire**, by Zdzislaw Zygmunt, Jr. (New York University Press; 192 pages; \$50). Discusses flags, shields, tents, and other examples of the decorative military art of the Ottoman Empire.  
**The Palazzo**, by John Timpert (MIT Press; 195 pages; \$32.50). Studies of Palazzo, Palazzo, Palazzo, and Palazzo (210 pages; \$32.50). Examines the design, architectural history, and evolution of the two-story houses also available as a set for \$55.

### CLASSICAL STUDIES

**The Composition of Aristotle's "Athenian Polity": Observation and Explanation**, by John J. Keaney (Oxford University Press; 208 pages; \$39.95). Defends the attribution of the *Constitution of Athens* to Aristotle, and describes the text, discovered in the late 19th century, as an example of a "cultural history." Also, "De Bello Chilo" Book II, edited by Elaine Fantham (Cambridge University Press; 256 pages; \$59.95 hardcover, \$29.95 paperback). Edition, with commentary, of the second book of the first-century Roman writer's narrative of the war between Caesar and Pompey.

### COMPARATIVES

**"Do Everything": Reform: The Reform Oratory of Phrascolus E. Willard**, by Richard W. Leeman (Greenwood Press; 224 pages; \$49.95). A study of the 19th-century American suffragette and temperance leader.  
**The Ideological Uses of the Authorizing Figure Fidel Castro and José Martí**, by Donald E. Rios (Praeger Publishers; 184 pages; \$39.95). Analyzes Mr. Castro's references to his 19th-century revolutionary predecessor, a leader in Cuba's struggle for independence from Spain.

### COMPUTER SCIENCE

**Methods, Innovation, Technology: Case Studies of Technical Communication in Technology Transfers**, by Stephen D. Harrison (MIT Press; 279 pages; \$35). Explores rhetorical aspects of the communication of new technologies, or "technology transfer," as perceived by those who transfer it from the laboratory to the marketplace; examples include the role of technical writers in the emergency response to a large-scale software product.  
**Types in Logic Programming**, edited by David H. Borning (MIT Press; 325 pages; \$39.95). Includes original essays on type theory in computer science.

### CULTURAL STUDIES

**Enlightened Racism: "The Cosby Show," Audiences, and the Myth of the American Dream**, by Sut Jhally and Justin Lewis (Westview Press; 152 pages; \$39.95 hardcover, \$14.95 paperback). Analyzes black and white viewers' attitudes toward "The Cosby Show" and issues of class and race in general.  
**Vinyl Leaves: Walt Disney World and America**, by Stephen M. Heltman (Westview Press; 492 pages; \$45 hardcover, \$18.95 paperback). Examines the history, political economy, technological infrastructure, and wider cultural significance of the Florida theme park.

### ECONOMICS

**Buying Greenhouse Insurance: The Economic Costs of CO<sub>2</sub> Emission Limits**, by Alan Munne and Richard Richels (MIT Press; 192 pages; \$25). Presents a model for determining the region-by-region costs of reducing carbon-dioxide emissions.

**Corporate Takeovers and Productivity**, by Frank R. Lichtenberg (MIT Press; 168 pages; \$29.95). Argues that the high level of corporate mergers and acquisitions in the United States during the 1980's contributed to increased productivity and international competitiveness.

**Income and Inequality: The Role of the Service Sector in the Changing Distribution of Income**, by Cathy Kasstab (Greenwood Press; 176 pages; \$45). Considers how the rise in service-sector employment has affected aggregate community income in rural and urban areas of the United States.

**Urban Public Finance in Developing Countries**, by Roy W. Bahl and Johannes Linn (Oxford University Press; 568 pages; \$59.95). Presents a method of evaluating a developing country's capacity to maintain and expand its urban infrastructure.  
**Urban Structure and the Labour Market: Worker Mobility, Commuting, and Under-**

**employment in Chile**, by Wayne Simpson (Oxford University Press; 216 pages; \$48). Analyzes the relationship between workplace location and such problems as underemployment.

### FILM STUDIES

**Bio/Pics: How Hollywood Constructed Public History**, by George F. Cusack (Rutgers University Press; 304 pages; \$40 hardcover, \$14.95 paperback). Explores the ideological character of biographical films produced by major Hollywood studios from 1927 to 1960.

**Visions of Empire: Political Imagery in Contemporary American Film**, by Stephen Prince (Praeger Publishers; 240 pages; \$47.95 hardcover, \$15.95 paperback). Considers how *Top Gun*, *Salvador*, and other films acted as vehicles for the expression or critique of mainstream political and social values in the 1980's.

### GEOGRAPHY

**Contested Lands: Conflict and Compromise in New Jersey's Pine Barrens**, by

Robert J. Mason (Temple University Press; 272 pages; \$44.95). Examines conflicts over land-use restrictions on the reserve, which is administered by a 15-member commission appointed from the local, state, and federal levels.  
**Disease and Death in Early Colonial Mexico: Simulating Amerindian Depopulation**, by Thomas M. Whitmore (Westview Press; 261 pages; \$36). Uses a computer-based model to estimate the indigenous population of Mexico before and after the Spanish conquest.

### HISTORY

**Aristocratic Liberalism: The Social and Political Thought of Jacob Burckhardt**, by John Stuart Mill, and **Alfred de Tocqueville**, by Alan S. Kahn (Oxford University Press; 240 pages; \$39.95). Argues that the three men shared an aristocratic liberalism characterized by such attitudes as a distaste for the working and middle classes and an opposition to the commercial spirit.

**The Business of Newspapers on the**  
*Continued on Following Page*

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With Ice-T under fire for "Cop Killer" and Sister Souljah on the cover of *Newsweek*, rap music continues to stir controversy.

Coming soon are writings from a posse of academics who, in general, defend the music and dis its attackers. Their work also marks a generational dividing line between academics who consider rap as a literary form and a younger group that writes about the music, the marketing, and the dance styles.

Houston A. Baker, Jr., of the University of Pennsylvania will publish *Black Studies, Rap, and the Academy* with the University of Chicago Press next spring. The book includes a discussion of the 2 Live Crew obscenity trial and the Central Park "wilding" incident. Mr. Baker is bound to get some people angry with one point: He argues that even though most rap music is politically progressive, 2 Live Crew's album should have been banned as obscene.

In the fall of 1993, Temple University Press plans to publish *Droppin' Science: Critical Essays on Rap and Hip Hop Culture*, edited by William Eric Perkins. The book includes articles on Los Angeles-based "gangsta" rap by a University of Michigan historian, Robin D. G. Kelley, and security and insurance at rap concerts by Tricia Rose of Rutgers University.

Mr. Kelley and Ms. Rose are academics who grew up with rap and hip-hop music. Now, Mr. Kelley says, "there are people jumping on the hip-hop bandwagon and they've only listened to four CD's. It shows a disregard for the complexity of it all."

Janet M. Francendese, senior acquisitions editor at Temple, on the other hand, admits that she often can't tell one rap song from another.

## Hot Type

And she isn't really sure what "droppin' science" means. (The answer: to disseminate knowledge.)

Duke University Press has already reaped rewards from rap. *Black Sacred Music: A Journal of Theomusicology* devoted a special issue to rap and quickly sold out its 1,000-copy run. The press reprinted the issue and may expand it into a book.

Wesleyan University Press and the University of Minnesota Press are in the market for rap-related books, editors there say. They warn, though, that sophisticated scholarship is still rare. Editors at several presses have approached Ms. Rose about turning her Brown University dissertation into a book. Her take on the music? Like other popular-culture forms, rap is full of contradictions, laying bare the "tensions between profit, pleasure, and consumption." Says Ms. Rose: "I'm not uncomfortable with rap's flaws because I don't expect rappers or people who listen to rap to be Gandhi."

Niko Pfund was sitting at his desk at New York University Press when the phone rang and suddenly he found himself talking to Ruth Westheimer. "Dr. Ruth" is an adjunct professor at NYU and had a book project she wanted to discuss with Mr. Pfund, an editor at the press.

Dr. Ruth told Mr. Pfund that she had been watching television and had seen footage of the airlifts last year of Ethiopian Jews from Addis Ababa to Tel Aviv. A Holocaust survivor who emigrated to Israel when she was 17, Dr. Ruth was moved by the sight of thousands of people thrust from isolated villages into modern Israeli society. Wanting to make their exodus better known in the West, she began raising money and eventually had enough to produce a documentary on Ethiopian Jews and their assimilation into Israeli society.

Dr. Ruth knew the press would be releasing a book by Stephen Kaplan, an expert on Ethiopian Jewry and chairman of the African Studies Department at the Hebrew University of Jerusalem. Mr. Kaplan's book, *The Beta Israel (Falasha) in Ethiopia: From Earliest Times to the Twentieth Century*, is being published this month. She wanted to know if the press would be interested in publishing a companion volume to the documentary.

The day after the phone call, Dr. Ruth was in Mr. Pfund's office. After a meeting with the director, the press signed a contract with her on the spot. "She kissed both me and my director twice on both cheeks, reiterated how 'fentestic' it was that we would be working together and off she went, contract in hand," Mr. Pfund says. "It was the first time in my life that a book was introduced and signed at the same meeting."

In October, PBS will air "Surviving Salvation: The Ethiopian Jewish Family in Transition." Shortly after, the press will release the book of the same title, written by Dr. Ruth and Mr. Kaplan.

## In Box

Rita J. Kaplan is once again trying to focus attention on the case of Heidi S. Weissmann.

In her latest effort, Mrs. Kaplan, secretary of the Rita J. and Stanley H. Kaplan Foundation, along with 39 co-signers, has sent a letter to trustees at Yeshiva University and to Albert Einstein College of Medicine and the Montefiore Medical Center. The letter asks them to resolve their legal battles with Dr. Weissmann, a former associate professor of radiology and nuclear medicine.

While this is Mrs. Kaplan's eighth letter on behalf of Dr. Weissmann in three years, it is the first with backing from outside observers.

Her latest letter was signed by individuals and members of such organizations as the American Association of University Women, the American Medical Association, and the National Academy of Sciences Panel on Scientific Responsibility and the Conduct of Research Recipients.

The letter calls on trustees to resolve the case, which began in 1987 when Dr. Weissmann first sued a colleague for copyright infringement. Dr. Weissmann won that case in federal appeals court against Leonard M. Freeman, vice-

chairman of the medical school's nuclear-medicine department. Dr. Weissmann says that after she sued Dr. Freeman, the university had her by locking her out of her office. The university says she quit. Dr. Weissmann also sued the university for sex discrimination. That case is pending. Dr. Weissmann says that she has lost more than a million dollars in lost pay and legal expenses and that she can't find work in another medical school.

Mrs. Kaplan's latest letter reminds the university that it has an obligation to "ensure that the accused as well as the accused do not suffer professionally."

A spokesman for the medical college said that the trustees had not authorized a response to Mrs. Kaplan's letter. In addition, he reiterated earlier comments that the college had not wronged Dr. Weissmann.

A lecturer and a graduate of Muhlenberg College have teamed up to create a board game designed to entertain while building vocabulary.

Mary Redline, a lecturer in the classics, and Eleanor Brinker, a 1985 alumna, came up with the game, "Ludi at the Circus Maximus." It recreates the arena in ancient Rome where chariot races and other athletic events were held.

Players roll the dice and move their miniature chariots around the track. Players land on spaces containing prefixes and must create words using the prefix to advance.

More than 1,000 of the 5,000 games produced have been sold. The game is available for \$30 from Doreco, 6336 Mountain Road, Mechanicsville, Pa. 17052.

## Personal & Professional



R. Kenneth Hutchinson, associate vice-president for human resources in the U. of Missouri system: "This was a humane way of dealing with some very difficult budget issues."

## Colleges Debate Benefits of Early-Retirement Plans as a Way to Shrink Budgets and Avoid Layoffs

A humane approach to reducing faculties and staff, or firing a cannon into a crowd?

By Denise K. Wagner

AS COLLEGES AND universities feel the squeeze of reduced revenues, more and more are resorting to early-retirement incentives as a way to shrink their operations.

Campus administrators say early-retirement programs are a more "humane" approach to reducing the size of their faculties and staffs—and are more politically palatable—than layoffs or program cuts.

"It's a means of getting smaller gracefully," says R. Kenneth Hutchinson, associate vice-president for human resources for the University of Missouri system, which this year offered employees a one-time-only incentive to retire early. "This was a humane way of dealing with some very difficult budget issues."

### Incentives Vary

Early-retirement incentives vary from campus to campus. Typically, colleges offer to add three to five years to employees' service records or to calculate their pension benefits as if they were three to five years older—both of which result in a higher pension. Some colleges limit who is eligible—for instance, requiring employees to be at least 55 years old. While they face added costs for the early-retirement incentives, colleges win by saving on salaries and certain benefits.

Of 1,700 faculty and staff members who

were eligible at Missouri, about 700 took advantage of the early-retirement incentives. Some of the positions will be refilled, but many will not. The savings will be used to pay for deferred maintenance on the system's campuses and other unmet needs, Mr. Hutchinson says.

It is unclear just how much the system will save after filling some of the positions. Mr. Hutchinson says the retirees accounted for about \$23-million a year in payroll costs, and he estimates that the annual savings will be roughly half that amount. A portion of the savings will be used to pay for the incentive plan. The added pension benefits will cost \$2.5-million a year for the next 20 years.

Many academic deans and benefits specialists caution that early-retirement plans can have unintended consequences and may not be the most rational way to restructure institutions. Such plans can leave some departments decimated, they say, while others are untouched.

"It's like firing a cannon into the crowd," says Robert M. Wilson, vice-president emeritus of the Johns Hopkins University and a benefits consultant. "You just don't know who you're going to hit. You may find out that you're producing exactly the wrong kinds of results."

Some critics contend that early-retirement plans may end up costing more than

they save if the incentive is too generous and if institutions replace the retirees instead of eliminating some jobs.

Says Katharine H. Hanson, executive director of the Consortium on Financing Higher Education: "Until now, the reasons for using early-retirement plans were not so much financial savings, but concerns about changing the curriculum, revitalizing departments, or perhaps doing more affirmative-action hiring."

"What you're hearing now is, 'Let's use early retirement to reduce the size of the faculty altogether.'"

### One-Time-Only Offers

Dozens of public and private colleges offered special incentives in academic 1991-92 to encourage early retirements.

Over the last year or two, many public institutions have been creating one-time-only early-retirement plans and giving employees only a few months to decide whether to take advantage of them. Some, such as Missouri and Central Michigan and Bowling Green State Universities, offered the incentives on their own initiative. Others, such as the Connecticut State University System, acted under state mandates that applied to all public employees.

Some private institutions, such as Harvard University, offered early-retirement

Continued on Following Page

## NEW SCHOLARLY BOOKS

Continued From Preceding Page  
*Western Frontier*, by Barbara Cloud (University of Nevada Press; 288 pages; \$27.95). Focuses on the economic challenges of newspaper publishing on the Western frontier from 1846 to 1890.

*Camp Floyd and the Mormons: The Utah War*, by Donald R. Moorman with Cenc A. Sessions (University of Utah Press; 332 pages; \$29.95). Examines Mormon reactions to the presence of U. S. Army troops in the Utah Territory from 1857 to the abandonment of Camp Floyd at the outbreak of the Civil War.

*The Catholic Church in Peru, 1821-1898: A Social History*, by Jeffrey Klaber (Catholic University of America Press; 417 pages; \$49.95). Focuses on the church's responses to political and social movements since Peru's independence from Spain in 1821.

*Kikuyu Women, the "Mau Mau" Rebellion, and Social Change in Kenya*, by Cora Ann Prossley (Westview Press; 213 pages; \$32). Examines the experiences of Kikuyu women under British colonialism, and describes their role in the anti-colonial Mau Mau rebellion.

*Philanthropy and the Hospital of London: The King's Fund, 1897-1990*, by P. K. Prochaska (Oxford University Press; 330 pages; \$65). Discusses the philanthropic fund that was the chief source of support for "voluntary" hospitals in London before the creation of the National Health Service.

*Voyager from Xanadu: Rabban Sauma and the First Journey From China to the West*, by Morris Rossabi (Kodansha International; 210 pages; \$22). Describes the voyage from China to Paris of a Christian monk who set off on a religious pilgrimage to the Middle East in the 1270's and then was dispatched to Europe by the Mongol ruler of Persia to ask for help in a campaign against the Egyptian rulers of the Holy Land.

*Women's Orient: Englishwomen and the Middle East, 1718-1918: Sexuality, Religion, and Work*, by Billie Melman (University of Michigan Press; 440 pages; \$39.50). Discusses the writings of female travelers, scholars, missionaries, and other visitors to the re-

gion whose observations of Islamic culture challenged patriarchal notions of the exotic.

### LINGUISTICS

*Locality: A Theory and Some of Its Empirical Consequences*, by Maria Rita Manzini (MIT Press; 192 pages; \$35 hardcover, \$16.95 paperback).

*Move or Conditions on Its Application and Output*, by Howard Lasnik and Mu-



more Saito (MIT Press; 230 pages; \$29.95). A work in syntactic theory.

### LITERATURE

*Design in Puritan American Literature*, by William J. Scheick (University Press of Kentucky; 167 pages; \$25). Examines how William Bradford, Anne Bradstreet, and four other Puritan writers used language to celebrate divine artistry while avoiding the problem of authorial self-idolatry.

*Dreaming in the Middle Ages*, by Steven F. Kruger (Cambridge University Press; 272 pages; \$39.95). Ex-

plores theories and images of dreaming in medieval literary, autobiographical, legal, philosophical, and theological works.

*The Intelligence*, by Jonathan Swift and Thomas Sheridan, edited by James Woolley (Oxford University Press; 384 pages; \$98). Edition, with commentary, of pamphlets on Irish politics published anonymously by Swift and his friend.

*Religion and Sexuality in American Fiction*, by Ann-Janine Morey (Cambridge University Press; 304 pages; \$44.95). Examines the relationship between sexuality and religion in canonical and non-canonical American literature from Hawthorne to John Updike.

*The Rhetoric of Courtship in Elizabethan Language and Literature*, by Catherine Bates (Cambridge University Press; 262 pages; \$34.95). Considers how such writers and courtiers as John Lyly and Philip Sidney interacted with Elizabeth I within a system of patronage, and how they portrayed that relationship in their literary images of courtship.

### Philosophy

*Natural Law Theory: Contemporary Essays*, edited by Robert P. George (Oxford University Press; 384 pages; \$39.95). Includes original essays on natural-law theories of morality, law, and politics.

*Talk About Beliefs*, by Mark Crimmins (MIT Press; 224 pages; \$25). Defends the notion that in reporting a person's beliefs, one is making claims about both the propositional content of those beliefs and cognitive representations.

### Political Science

*Coffee: The Political Economy of an Export Industry in Papua New Guinea*, by Randal O. Stewart (Westview Press; 316 pages; \$45). Discusses the development of the country's coffee industry since colonial times, and argues that small producers are ill served by the International Coffee Agreement.

## Judge Says Corporations Must Pay to Reprint Copyrighted Articles

NEW YORK

A federal judge ruled here last week that corporations that copy scientific articles for internal use must obtain permission and compensate the copyright holders.

The decision came in a suit filed by a group of journal publishers against Texaco Inc. U.S. District Judge Pierre Leval of the Southern District of New York ruled that the "fair use" doctrine did not give Texaco or other companies the right to use articles without permission.

Texaco officials could not be reached for comment when the decision was handed down last week.

Karen Hunter, vice-president and assistant to the chairman at Elsevier Science Publishers, said the decision was a "landmark" for journal publishing. Elsevier was one of the publishers that sued Texaco.

Ms. Hunter said that, traditionally, publishers and authors had been assured of fair compensation because companies that wanted to distribute journal articles would buy multiple copies. "In the simple world of the past, if a company had 12 sites, you sold 12 copies," she said.

With widespread electronic communication, she said, publishers and authors have lost out because some large companies have bought single copies and then distributed them widely. "The easier

it is to photocopy, the easier it is to put the articles over a network, the more sales are very seriously hurt by that copying," Ms. Hunter added.

Elsevier and other publishers tried to negotiate an agreement with Texaco, she said, but the company was willing to make "only token payments."

### Rates Vary Widely

Other companies, she said, have agreed to seek permission to use individual articles or entire journals on either a per-article or per-journal rate. The rates vary widely, depending on the publisher and the proposed use of material, Ms. Hunter said.

She added that it was hard to determine who would benefit the most from the ruling, in a financial sense.

Authors have different kinds of agreements with journals, she said, and journals have varying arrangements with the companies or scientific societies that manage the journals.

"The flow of funds will depend on the ownership of the journal," she said.

Ms. Hunter stressed that the publishers did not want to inhibit the availability of journal articles, but only to insure fair payment for them. "The last thing anyone wants is to stop their material from being used," she said.



## Colleges Debate the Benefits of Early-Retirement Plans

*Continued From Preceding Page*  
incentives but only for staff members. Ms. Hanson says many private colleges already had early-retirement plans in place but decided to offer enriched incentives in an effort to reduce their size.

The trend promises to continue, particularly in economically troubled states such as California. This month the Board of Regents of the University of California system approved a second early-retirement incentive plan to be offered in the fall. About 3,500 employees of the approximately 8,500 who were eligible for the first plan in 1991 took early retirement, saving the system \$75-million. Roughly half of the 3,500 positions were eliminated, a spokesman for the UC system says. An additional 8,000 employees are eligible for the second plan.

### Part-Time Roles

Administrators on some campuses are spending the summer dealing with the fallout of losing dozens of experienced faculty and staff members to early retirement. Many are scrambling to hire people—usually at the lower-paid rank of assistant professor—to replace some of the retirees. Others will bring the retirees back to their campuses this fall in part-time roles. In many instances, officials are not rehiring.

At the University of California at Berkeley, about 160 faculty members of the 1,650 eligible took the early-retirement incentive offered in 1991.

Berkeley has compensated for the loss of faculty members by hiring lecturers and visiting professors, retaining some of the retirees to teach on a part-time basis, enlarging some classes, and making more use of recent doctoral recipients as teaching assistants, says John L. Heilbron, Berkeley's vice-chancellor.

The second early-retirement plan just approved by the UC regents may have a more damaging impact on the Berkeley campus, he says, in part because it may induce younger faculty members to retire. To qualify, employees must be at least 50 years old.

Faculty members are eligible if the sum of their age and years of service equals at least 78. Still, he and others at Berkeley say that losing professors to early retirement seems like a luxury when the alternative is to lay off tenured faculty members.

### Easy Way Out

Officials on other campuses are not so sure. An administrator at one of the University of Missouri campuses calls the system's early-retirement plan a "disruption" and believes officials took the easy way out. "Selective program elimination would be the better route," says the official, who asked not to be named. "It's a tougher route, but that's what administrators are paid to do—to make the tough decisions."

Employees had to be at least 55 years old to be eligible for Missouri's incentive plan. Under the system's retirement formula, a 55-year-old professor with a salary of \$50,000 and 30 years of service

would receive an annual pension of \$31,995 with the early-retirement incentive, compared with \$21,331 without the incentive.

At the Columbia campus, about 104 faculty members and 197 staff members—about 40 per cent of the 742 who were eligible—took early retirement. The campus had a total of 1,944 faculty members and 3,657 staff members.

With solid planning, says Larry D. Clark, dean of the College of Arts and Sciences at the Columbia campus, the savings from the early retirements should make the campus stronger. But he fears that some salary inequities may result in the process of hiring new professors to replace some of the retirees. To recruit new faculty members, the university will have to pay the salaries demanded by the job market, while the salaries of current professors have not necessarily kept pace with the market, he says.

### Effects on Administrations

Administrative operations can also be shaken up by too many retirements. Mr. Otto at the Columbia campus says the university's payroll and cashier's offices lost eight of 30 employees.

Many of those who retired knew the payroll system intimately, and

their departures left a gap in its operation, Mr. Otto says. "We lose the memory of how we used to do things and why, but it also provides an opportunity for people to move up."

Sometimes institutions have had no choice about offering early-retirement incentives. The four campuses in the Connecticut State University System lost nearly 140 of their 1,030 faculty members this summer as a result of an early-retirement option offered to all public employees in the state. The university system was not seeking to cut its workforce, but got caught up in the state's effort to balance its budget, says David C. Newton, vice-president for personnel in the Connecticut system.

"We're all sick and tired of going to retirement parties," Mr. Newton says. "Was there a better course of action for the state? Probably not."

Mr. Newton says he has no figures as yet for how much money the plan saved the system. But he says the average salary of the retirees was \$54,000, while the average salary of the replacements is between \$32,000 and \$42,000.

Central Connecticut State University alone lost 62 professors to early retirement, about 15 per cent

of its total faculty, says Karen C. Beyard, vice-president for academic affairs.

"We lost 2 of 5 anthropologists, 6 of 14 biologists, and virtually the entire vocational-educational area," Ms. Beyard says.

The early-retirement plan has helped the university deal with a budget shortfall caused in part by lower state appropriations in recent years, Ms. Beyard says. The university has saved about \$900,000 by replacing the retiring full professors with lower-paid assistant professors.

Having new faculty members on campus, though, translates into a few added expenses: Junior faculty members are still getting established in their fields and need money to travel to conferences. New scientists need start-up funds for their laboratories.

With all the new faces on the campus this fall, Ms. Beyard says, "there will be a sense of the ground shifting under our feet."

Normally, the autumn faculty orientation is a day-long affair, but she's planning a series of seminars on faculty-development opportunities and other topics to take place throughout the first semester.

"We'll weather this," she says, "and end up being a stronger university five years down the line. But it will take several years of transition."

continue painting during his retirement. But he is not stopping his teaching altogether. He'll be giving an advanced-painting class at the university this fall, and hopes to continue teaching part time for several years.

### An Added Bonus

Many academics who retire early maintain ties with their institutions. Mr. Bonadies says he, too, isn't ready to sever all his ties with Southern Connecticut. He'll be working part-time as director of the campus art gallery this fall.

While early-retirement incentives induce some people to retire who wouldn't do so otherwise, they provide an added bonus for those who were going to retire anyway.

One such person is Gene A. Brucker, a professor emeritus of history at the University of California at Berkeley. He had decided to retire before he learned about the early-retirement incentives offered by the UC system last year. His pension is based on years of service, and the early-retirement incentive added five years to his service record. "It added quite a bit to my pension," he says.

Mr. Brucker plans to spend his days traveling and continuing his research on the subject of Florentine history.

While he is still reading dissertations for some graduate students, the 67-year-old scholar has no plans to continue teaching part time at Berkeley and has given up his office.

"I've done it long enough," Mr. Brucker says. "I was getting tired. For me, the great benefit is I don't have to worry about tomorrow's lecture." —DENISE K. MAGNER

## Personal & Professional

### New Group Aims to 'Restructure' Nation's Colleges

By KIT LIVERLY

A small organization with ambitions is being formed to help colleges improve their academic quality while cutting costs.

The group, the Alliance for Higher Education, wants colleges to "restructure" themselves, thinking how they approach parts of campus life from the curriculum to the administration and their compensation practices.

The idea is the brainchild of Richard B. Heydinger, a former lobbyist and vice-president for external affairs at the University of Minnesota who says he is drawing on many concerns he has heard from the public in recent years.

### Already Attracted Support

Because the group is just forming, it hasn't worked out a lot of details—though it has already attracted support from a few prominent educators. Mr. Heydinger, who will serve as the group's executive director, is just now putting together a steering committee.

Four people who have agreed to serve on the committee are William F. Massy, director of Stanford's Institute for Higher Education Research; Michael O'Keefe, executive vice-president of the McKnight Foundation; James L. Mingle, executive director of the State Higher Education Executive Officers; and Jennifer Alstad, 1991-92 student-body president at the University of Minnesota-Twin Cities. Mr. Heydinger says he wants to add up to 12 more members, including business leaders.

"There's a tremendous need for fundamental restructuring of bureaucratic education," Mr. Mingle says. "It seems unrealistic that, while the rest of the American economy and institutions go through fundamental restructuring, higher education be immune."

### 5 Broad Goals

The alliance's literature lists five broad goals for participating colleges, including improved retention and graduation rates, improved job placement for graduates, and a demonstration that "students are prepared to be active citizens in a collaborative, ever-changing, international arena."

The alliance, he says, will equip colleges with "tool kits" to guide them in making the broad-based changes. The tools for improving job placement might include advice from consultants on how to set up an off-campus work program for students or how to establish a senior-level course for students to solve real-world problems.

Many of those ideas are already in practice, Mr. Heydinger says, so the alliance's job will be to introduce the good ones to more campuses. He estimates that the first year of work will cost \$300,000 to \$400,000 and says that he has started talking to potential donors.

Participating colleges will have to bear some of the group's costs, although alliance members could contribute work as in-kind donations, Mr. Heydinger says.

## On Line

The announcement that the new edition of the guidebook "Zen and the Art of the Internet" will be available only in paperback prompted a spirited exchange this month on the global network.

Zen, a beginner's guide to the peculiarities of the network of networks, was written by Brendan P. Kehoe, a computer-science major at Widener University. The first edition, issued early this year, is available free on the Internet. The updated edition, published this month by Prentice Hall, costs \$22.

Academics who thought the first edition was useful would have found little consolation in Mr. Kehoe's assertion that the new guide, which they cannot obtain electronically, is "cleaner, more professionally composed, and far more complete than its predecessor."

David Tyckoson, head reference librarian at the State University of New York at Albany, complained that the paper publication of an electronic book sends a "disturbing" message about the use of the Internet.

"What this says to me is that some publishers have found that there's money to be made on them and networks, so they are going to try to make us pay for information that has been available 'free' to everyone in the past," he said.

"I have thought of the Internet as one of our best efforts at distributing information to anyone in the world on an equal basis, but publishing guides to this system on a 'for sale' basis will erode the democracy of the system," he said.

Mr. Tyckoson speculated that publication of Mr. Kehoe's guidebook could mark "the beginning of the end of free access to electronic information through the Internet."

In response, Mr. Kehoe explained that "real" publication meant that he could continue to update the book.

"The first edition was done entirely in my own spare time," he said. "I'm right now a third-year undergraduate supporting myself completely independently. I have real tuition bills, real rent and food bills, and I have had to face the facts."

In all likelihood, Mr. Kehoe said, the second edition of Zen would never have appeared without help from a commercial publisher.

"Publishing for money will hardly 'erode the democracy of the system,'" Mr. Kehoe said. If anything, he speculated, such publishing will attract more people to the network.

"You will see many more commercial ventures as people realize the market that Cyberspace represents," said Mr. Kehoe. "This commercial activity will serve as a catalyst to bring more people into the fold."

## Information Technology

### Host of New College Services Could Follow Plan to Allow TV Signals on Phone Lines

Action by FCC paves way for high-speed networks

By David L. Wilson

WASHINGTON  
A federal agency has agreed to allow telephone companies to carry television signals on their lines, opening the door for colleges to offer a host of new educational services and expand existing ones.

The Federal Communications Commission's decision means that a variety of new services could be delivered through telephone lines, including virtually universal access to new, high-speed computer networks. Because the new technology would allow huge amounts of information to be transmitted in an instant, the change holds the promise that colleges could:

- Increase their use of work-at-home arrangements with faculty and staff members.
- More easily share information, library holdings, and other resources electronically with other colleges and universities.
- Make more widespread use of distance learning, particularly in teaching the disabled, who may have difficulty attending traditional classes.
- Make the resources of colleges and universities available off their campuses, through high-speed computer networks.

Although those developments would be welcomed by colleges, they are not assured. To deliver new services authorized by the FCC, the telephone companies might have to spend hundreds of billions of dollars to improve their existing telephone networks. The phone companies would have to replace many of the standard copper wires used in the current telephone system with fiber-optic cable, for example.

Some say the phone companies currently have little financial incentive to make such an investment, and others worry that if the phone companies did install the new cable, the new services would be too expensive for widespread use. At any rate, the new services would not be available for years or even decades because of the time it would take to make the changes.

### 'Jell-O Vision' Images

The new technology is important because it would allow huge amounts of information to be transmitted in an instant. Now, simply transmitting the information contained in a single still frame from a color-television show through a standard telephone wire could take minutes, using traditional transmission rates and techniques.

Some researchers have developed methods of squeezing that information into a much smaller package and transmitting it on existing phone lines so quickly that they can send several frames a second. The technology produces a jerkily moving image—dubbed "Jell-O vision" by some—on the receiving screen.

In contrast, a fiber-optic cable can ferry information from one place to another so



Princeton U.'s Ira H. Fuchs: "If you really want to be visionary, most people agree that you want ubiquitous high-speed networking capability."

quickly that dozens of frames per second can be strung together, creating moving images of a quality comparable to that of films.

Ira H. Fuchs, Princeton University's vice-president for computing and information technology, says that improved phone lines would enable colleges and universities to offer a wide variety of services as yet undreamed of. Princeton students could easily attend a lecture at Harvard via television, and ask questions of the speaker. Some institutions currently make such linkups through the use of satellites or other special equipment. With the new telephone technology, interaction between two points would be much simpler and require less equipment.

Mr. Fuchs says such connections could be very useful to institutions. "With specialization only increasing in many disciplines, every university can't have experts in every field," he says.

The new technology also would allow campuses to share their resources, including access to supercomputers and library holdings, with those off campus through the use of the National Research and Education Network, or NREN. The NREN, an extremely high-speed computer network now being developed, has been promoted as a way to maintain U.S. superiority in computer science and to improve education.

**"We still don't think the phone companies have enough financial incentives to go ahead and really lay fiber optic to every home and business in the country."**

tion at all levels, from elementary schools to universities.

"If you really want to be visionary, if you look out far enough, I think most people agree that you want ubiquitous high-speed networking capability," says Mr. Fuchs. "It makes sense that campuses would have bigger pipes into this network than individual residences, but you should still be able to do a great deal from a home or office that isn't part of the university."

The new telephone technology would not reduce the amount of money that colleges and universities will have to spend to rewire their campuses if they want to bring the high speeds offered by the NREN to every computer on their campuses, Mr. Fuchs says. Many colleges and universities already have upgraded their internal campus computer networks so that they can make use of full-motion video transmissions. Princeton University recently spent \$10-million rewiring its computer network to give campus users the ability to transmit moving images.

### Cable First for Television Signals

A nationwide fiber-optic network would make it easier for colleges and universities to exchange information with each other and with others off their campuses. Although the telephone companies are expected to install fiber-optic cable initially to deliver things like television signals, there is no technical reason why those same lines can't act as nationwide links with the NREN.

"Obviously, any way the phone companies improve their infrastructure makes it easier for us to move things from point A to point B off the campus," Mr. Fuchs says.

Congressional aides, speaking on the condition of anonymity, say some legisla-

*Continued on Following Page*

## FCC Plan Could Bring a Host of New Services

Continued From Preceding Page  
tive action is still needed to give the telephone companies more incentives to improve their existing telephone lines. "We still don't think the phone companies have enough financial incentives to go ahead and really lay fiber optic to every home and business in the country," says one. "It's not a question of whether there's going to be fiber optic, it's just a question of when. Are we talking about the year 2040 or 2015?" But Congress will probably not take any action this year.

Indeed, all of the speculation about what the new technology may bring is premature, warns Laura Breeden, executive director of FARNET, a non-profit association of operators of computer networks and other organizations interested in the use of networks in research and education.

"It all depends on whether they actually install the fiber and what they decide to charge us for it," she says.

Those hoping to create a computer network to which every

American has access will have to come up with ways to make the system affordable, to avoid creating tiers of access. Librarians and others in higher education already are concerned that new ways of speeding information to users will exclude some who cannot afford to pay.

### 'Wiring the Last Mile'

Today, even the poor can get information from libraries and, if they have access to a set, the news offered over television broadcasts. What will happen if someday people must get books, movies, and news through telephone lines, for a fee?

Says Ms. Breeden: "I don't think this necessarily means that the telephone companies are going to create a wonderful new public-information utility that we'll all be able to afford."

She acknowledges that if the telephone companies do install fiber-optic cable throughout the telephone system, it will be welcomed by those whose vision includes making the NREN available to everyone.

"Wiring the last mile is the critical problem for anybody who wants to deliver this to the home or the public library or the classroom," she says.

## NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

### ACCOUNTING PROGRAMS

Accounting, "MYOA for Windows, Version 3.0," for Apple Macintosh. Graphical business-accounting package combines the functions of accounts payable and receivable, administration, card file, checkbook, general ledger, inventory, purchases, and sales into an integrated program; \$249. Contact: MYOA Software Inc., 300 Roundhill Drive, Rockaway, N.J. 07866; (800) 322-6962 or (201) 586-2200.

Data management, "DataPhile," for Next machines. Lets users build and manage a file-like database; modify it, and generate reports; field types include text, rich text, value, data, money, picture, and sound; layout tools include drawing tools, grids, rules, and alignment controls; \$330; site licenses available. Contact: Stone Design, 2425 Teodoro Northwest, Albuquerque, N.M. 87107; (505) 345-4800.

Drawing, "Create," for Next machines. Color-drawing program lets users create circles, ovals, rectangles, splines, spline lines, poly lines, freehand objects, and boxes; allows users to include text along circles or baselines, lay out paragraphs, and select scripts and fonts for words and characters in a text block; \$250. Contact: Stone Design, 2425 Teodoro Northwest, Albuquerque, N.M. 87107; (505) 345-4800.

Events management, "Eventlog," for IBM PC and compatibles. Lets users record events in "real time" by suspending normal keyboard operation and letting keys act as timers; views data as descriptive statistics, including frequency, mean duration, and minimum-maximum duration; presents data for up to eight events simultaneously; converts data for use with a spreadsheet or statistical package; \$160; quantity discounts available. Contact: Conduit, University of Iowa, Oakdale Campus, Iowa City 52242; (800) 365-9774 or (319) 335-4100.

Graphics, "MacDraw Pro, Version 1.5," for Apple Macintosh. Lets users design, publish, and present graphics, including logos and charts; allows drawing, scrolling, rotating, object selection,

and text entry, redrawing, and printing; \$399. Contact: Claris, Box 58168, Santa Clara, Cal. 95052-8168; (408) 727-8227.

History, "Time Treks," for Apple Macintosh. Adventure game requires students to use their knowledge of world history and their investigative skills to survive in a world of booby traps; includes 180 timelines from 3400 BC to the present and a data base with thousands of historical facts; includes 12 increasingly difficult levels of play; \$89.95; quantity discounts available. Contact: Earthquest Inc., 125 University Avenue, Palo Alto, Cal.; (415) 321-5838.

Programming, "Asyst, Version 4.0," for IBM PC and compatibles. Programming language for scientific and engineering applications provides integrated graphics, statistics, waveform analysis, and data acquisition; employs an interactive interpreted compiler for high-speed prototyping; \$1,950; site licenses available. Contact: Asyst Software Technologies Inc., 100 Corporate Woods, Rockledge, N.Y. 14623; (800) 348-0033 or (716) 272-0070.

Statistics, "ARC-13185," for Apple Macintosh. Spreadsheet from the National Aeronautics and Space Administration's Ames Research Center provides basic hyperspace data and equations for three analyses of a space plane's performance; equations to perform the analyses are derived from Newton's second law of physics; \$100; ask about educational discounts. Contact: Cosmic, University of Georgia, 382 East Broad Street, Athens, Ga. 30602-4272; (706) 542-3265.

Utilities, "VI-Spy Professional Edition, Version 9.0," for IBM PC and compatibles. Protects hard disks, diskette drives, and drives for local area networks from infection by more than 1,200 viruses and variants; checks all file movements, including downloading by modem, renaming, decompressing, copying, transferring, and more; \$149.95; updated quarterly. As Software Systems Inc., 6900 East Camelback Road, Suite 630, Scottsdale, Ariz. 85251; (602) 423-8000.

Writing, "Writer's Helper for Windows," for IBM PC and compatibles. Includes pre-writing activities to help students find a topic, explore it from different perspectives, and organize their information; contains revealing tools to help students think about style, the needs of the audience, and writing as a craft; provides a direct link with the word processor; \$135; quantity discounts available. Contact: Conduit, University of Iowa, Oakdale Campus, Iowa City 52242; (800) 365-9774 or (319) 335-4100.

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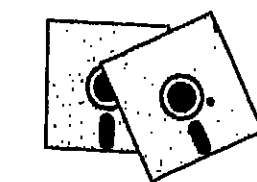
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## Information Technology

## Ways & Means

Members of Congress continue to seek limits on university ties to foreign companies.

The latest salvo comes from Sen. Richard C. Shelby, an Alabama Democrat, who plans to introduce legislation to bar universities receiving support from either the National Institutes of Health or the National Science Foundation from providing licenses for products based on their research to foreign companies, or to allow the companies to have access to the results of research before it has been published in journals.

Senator Shelby recently wrote to his colleagues in the Senate seeking support for his bill. In the letter, he said regulation of university research was needed because "it is a grave injustice to American taxpayers when they purchase a product or service developed with their tax dollars, only to discover it is manufactured by a foreign company."

Good science or good politics?

The National Institutes of Health agreed last week to collaborate with the National Aeronautics and Space Administration to support research on the biological and behavioral changes that occur in humans in outer space.

The agreement calls for joint support of research at universities and an increase in opportunities for biomedical and behavioral scientists to conduct research in space.

Supporters of the collaboration say the study of people in space will improve basic knowledge of the functions of human organs and biological systems and of how the systems and organs become dysfunctional.

Said Sen. Barbara A. Mikulski, a Democrat from Maryland, and chairwoman of the Senate subcommittee that is in charge of setting NASA's budget: "Now we will have twice the brain power working for cures to many diseases such as neurological disorders, arthritis, osteoporosis, and even cancer."

Opponents of the space station say the collaboration is an attempt by the Administration to exaggerate the space station's scientific value.

They say that supporters of the space station are running scared, in response to growing opposition to the project. Last week, the House of Representatives Appropriations Committee approved a bill that would reduce spending for the Space Station by about 15 per cent. The total in the bill for the station is about \$1.725-billion.

"This is obviously a political machination," said John St. Croix, a senior legislative assistant to Rep. Tim Roemer, a Democrat from Indiana. "The space-station community has continually tried to justify the station's existence based on medical breakthroughs, but clearly most members of the medical community believe that the money can be put to better uses."

## Government & Politics



President Signs Law He Once Seemed Likely to Veto

President Bush speaks before signing legislation last week to reauthorize the Higher Education Act. Behind him at the ceremony on a suburban Washington community-college campus are people chosen to show that the law is aimed at citizens of all ages.

## College Officials Say Reauthorization Law Benefits Some Students, but That Aid Funds Will Be Scarce

Some see increased competition for aid, but a Congress unwilling to appropriate the funds

By Thomas J. DeLoughry

COLLEGE OFFICIALS foresee larger Pell Grants for some students at two-year colleges and bigger loans for students at four-year colleges starting in academic 1993-94 as a result of the higher-education law that President Bush signed last week.

But some are concerned that the law will intensify competition for aid by making more students eligible for assistance at a time when Congress is unlikely to appropriate enough money to cover them. Others predict that parts of the law will deny aid to students who now qualify.

Student-aid analysts and aid officers on the campuses are reaching those conclusions as they learn the details of the 600-page law that will reauthorize the Higher Education Act for five years.

### 2 Sets of Changes

College officials assessing the law have found the effects of changes in the Pell Grant program are the most difficult to predict.

Two separate sets of changes affect Pell Grant recipients. The first is Congress's merger of the Pell Grant eligibility formula with a separate formula that has been used for student loans and other programs. In doing so, lawmakers changed a number of factors that are used in calculating a stu-

dent's need for aid, including the portion of income the student must contribute for college expenses.

The second change simplifies the system that is used to determine the size of each grant—replacing a three-part system with a single method. The new system requires that grants represent the difference between the maximum grant available and the students' contribution for college expenses, and eliminates a requirement that no grant should exceed 60 per cent of the cost of attending college.

### 2-Year Colleges Expected to Benefit

Community colleges, which enroll more than a quarter of Pell Grant recipients, are expected to benefit from the end of the 60-per-cent rule. Raymond A. Steiner, associate dean of financial-aid services at California's Glendale Community College, says the change should increase grants for many of his students who are now limited to \$1,530 a year. Students at the college who live with their parents currently get even less: \$1,170.

Under the new law, the neediest Glendale students—whether or not they live with their parents—will be eligible for the same maximum grant that the neediest students at higher-priced institutions receive. That amount is currently \$2,400, but could

change by the time the new formulas take effect in the 1993-94 academic year.

Mr. Steiner says the students need the additional money to meet the cost of living in the Los Angeles area. His office calculates that a single student attending his institution needs \$8,900 for rent, transportation, and other expenses.

Private institutions and other higher-cost colleges, meanwhile, do not expect additional Pell Grant funds, but are pleased that their students will have greater access to loans. The law will make all students eligible for a Stafford Student Loan, regardless of income. It will also raise the present limits on the Stafford loans and remove the current \$4,000 cap on the Parent Loans for Undergraduate Students program, which will permit parents to borrow as much as they need for college costs.

### 'Real Appeal and Significance'

"These are factors that are of real appeal and significance to independent universities and the students and parents that we serve," says Dennis J. Martin, assistant provost of Washington University.

The expansion of the Stafford program to include an "unsubsidized" component—under which the government will not pay the in-college interest on loans—

Continued on Following Page



## Colleges See Benefits for Some Students in Reauthorization

But others, eligible now, might lose out on aid

*Continued From Preceding Page*

will give middle-income students access to thousands of dollars that they must now borrow from other programs with higher interest rates, Mr. Martin says. Removing the limit on the parent loans will also keep many parents from having to take less-attractive commercial loans.

### Funds Expected to Be Scarce

Colleges that enroll many middle-income students are expected to benefit from Congress's removal of home and farm equity from the eligibility formula for student aid. With those assets no longer considered in determining what a family can pay for college, the children of some middle-income home owners should be eligible for Pell Grants, and many more will qualify for subsidized Stafford loans, and College Work-Study.

That is not all good news, though, because federal funds to finance the programs are expected to be scarce. Students who become eligible for loans will get them because the government considers those programs "entitlements," but those who qualify for Pell Grants, work-study funds, or supplemental grants may be out of luck.



Jamie P. Merisotis: "The bill doesn't go far enough to address the broadening gulf of needs for lower- and middle-income students."

"It will create some tensions," says Mr. Martin of Washington University.

Students who are told they are eligible for aid will demand their money, while aid officers will be obliged to give the highest priority to the neediest students, he says.

Rick Iwata, director of financial aid at Santa Rosa Junior College, says the competition for funds may produce a different

result. Creating a greater demand for Pell Grants when appropriations are low could lead the government to reduce the size of the grants for low-income recipients as well as middle-income students, he says.

Mr. Iwata also suggests that low-income students will suffer in the competition for scarce work-study funds or supplemental grants. Middle-income students are more likely to get the aid, he says, because they

usually apply earlier than low-income students.

Some in higher education have opposed the exclusion of home and farm equity from aid calculations because they view it as Congress's way of buying votes from middle-income parents. Some predict the change will have a negative impact on their students. "We're bringing in a new population of eligible people at the expense of



Raymond A. Steiner: "We're bringing in a new population of eligible people at the expense of formerly eligible low-income people."

## Student-Aid Directors' Views on How the Law Will Affect Their Campuses

**Annabelle C. Fong, University of Hawaii at Manoa:** I'm glad that we have worked out the home equity so that it no longer will be [in aid formulas]. My concern is that we don't have enough money. How do we discriminate between the families that have \$200,000 or \$300,000 homes and the families that have no homes and that are renting? How do we discriminate so that what limited money we have goes to those students who really need it?

I think there's another concern: that in spite of all these great shifts to middle-income people and making education accessible to all students, what we have also done underneath all of this is to ask states and institutions to come up with more fiscal and human resources than ever before, without getting paid for it.

**Governor Jackson, Texas Woman's University:** At the public institutions, if the increases [in grant programs] are properly funded—and that's key—it will make a significant difference in terms of access, in terms of middle-income families' and of first-generation college students' being able to recognize that dream of going to college.

Because right now, even at a public institution, a significant part of that cost is still covered by borrowing. And for a first-generation college student or a first-generation college student's fam-

ily, there is some apprehension about borrowing \$5,000 to \$7,000 a year when the only thing that large that they've financed prior to that may have been an automobile. A lot of times, that apprehension may lead to a decision not to attend college because it doesn't seem doable, and they have trouble understanding how they're going to handle that kind of debt.

**Kim Larson, Northeastern Junior College (Colo.):** From an administrative standpoint, it will be wonderful to take away the on-campus / off-campus rule in the Pell Grant program, because it's a nightmare for us to keep track of where they're living.

In addition to that, I find that sometimes the reason the very-low-income students are attending my institution is because we are lower-cost and because they can live at home. I do find it's not necessarily fair for the lowest-income students who are living at home, maybe out of necessity, to be eligible for less money.

The home equity is not a major issue, but removing farm equity is a benefit. We have lots and lots of families that can easily demonstrate high farm or

ranch equity, but simply do not have the cash or the income to pay the formula-lated family contribution.

**Janis Linfield, California State University at Hayward:** We have a very non-traditional student population, a lot of independent students, a lot of refugee students, a lot of single parents—and so the changes in the "independent student" definition are certainly going to cause us some headaches. Students who currently are considered independent will no longer be.

In terms of the needs-analysis methodology, I don't know the effects yet. The California State University System is running some numbers and has said that under the new methodology it looks like our independent students might actually lose in this scenario. To what extent, I don't know yet.

Middle-income students have been squeezed out for the last decade, so certainly I think there will be interest in the unsubsidized Stafford loan program. Some people anticipate a big crush—that all of a sudden the law's going to be enacted and we're going to have thousands of students on our doorstep. I don't think that's going to be the case.

But I think as students realize that it's available and it could help, it will take hold and there will be interest. Especially in the public sector, we have a lot of students who are employed full time

and attend school at night. They don't qualify for the financial aid we have available now, and this will provide them a little easing of the stress.

**Donald A. Saleh, Cornell University:** The needs-analysis issue, I think, is one that will play out in a mixed way at Cornell. It will increase the number of students who are eligible for some federal financial aid, particularly for the Pell Grant or for the Stafford loan. We will have many middle-income and upper-middle-income families who currently are not eligible for Stafford loans who will gain eligibility, because many of our families come from areas in the Northeast where home equity is driving them out of eligibility. We're going to see many more students eligible for the subsidized loan, and then the unsubsidized Stafford loan will pick up even more.

What's going to happen then is that we'll continue to calculate family need for institutional dollars in a way that meets our historic pattern. We can't turn our system upside down and start all over again, because the federal government has decided to remove home equity from the calculation for aid.

The other thing that I think will be important is a good look at the direct-lending program. Frank Rhodes, the president of Cornell, has sent a letter to Lamar Alexander expressing our interest in participating.



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## Section 2

July 29, 1992

### OPINION

## Today's College Students Need Both Freedom and Structure

By Gary Pavela

I THINK that it is time to give a new name to college students who are between the ages of 18 and 21. The term "adolescents" does not do them justice, yet calling them "young adults" suggests a level of maturity that many do not possess. Instead, I suggest calling them "post-adolescent pre-adults" or PAPA's, for short.

As awkward as that terminology may be, it describes the legal relationship that seems to be evolving between institutions of higher education and traditional-age college students. Having moved from strict control over student conduct to treating students as adults subject to much less control, institutions now are being pressed to take more responsibility for students' behavior.

For many years, colleges and universities treated students as adolescents and governed them with a heavy hand. Many students were required to live in college housing and observe strict curfews. Male and female students ordinarily were not allowed in each other's rooms.

Important changes began in the 1940's. The enrollment of returning GI's after World War II and the expansion of adult-education programs thereafter brought students to campuses who would not accept being treated like adolescents. Also, the civil-rights movement in the 50's and 60's, the campus rebellions of the 60's and 70's, and the lowering of the age of majority to 18 eventually helped college students of all ages acquire levels of personal autonomy that previous generations had never known.

The consumer-protection movement in the late 1970's and 1980's accelerated the momentum for more student rights. Higher-education officials saw students as "customers" seeking "services." Federal and state governments adopted legislation protecting students' privacy and requiring that "consumer information" about financial aid and other services be made available to them.

Students did find, however,



that with their new rights came liabilities. As adults, they were not entitled to the same level of protection as youths. If they were injured by other students, they found it increasingly difficult to hold colleges legally accountable for the misbehavior, including offenses arising from abuse of alcohol.

Despite the trend toward treating students as adults, there remains a strong and growing minority view that colleges still retain a "special relationship" with students that requires them to exercise some responsibility for students' safety and behavior. Robert Bickel, professor of law at Stetson University, argued in his keynote address this year at the National Conference on Law and Higher Education that university lawyers and administrators had fought so hard to absolve institutions of any legal responsibility for students' safety that they may have neglected the moral obligations inherent in the student-teacher relationship, including the obligation to enforce a standard of civility on campus.

This "obligation" is rooted in the perspective that educators should promote a suitable academic environment for students and promote their moral development. It is, as Mr. Bickel suggests, an ethical and professional imperative that courts and legislatures will sooner or later transform into a legal duty.

THOSE CALLING for greater college responsibility over student life made only modest progress in the 1970's and early 80's. Ironically, however, their message is now being reinforced and amplified by the same "consumer" movement that contributed to the expansion of student rights a decade ago. State legislatures and Congress have expanded upon the concept of consumer rights in recent years, requiring colleges to provide students with information about the extent of campus crime and the scope of state and federal laws against alcohol and drug abuse. But such statutes fre-

*Continued on Following Page*

## Today's 'Pre-Adults' Need Both Freedom and Structure

Continued From Preceding Page  
quently go well beyond setting guidelines for reporting information to students; they often also contain explicit or implicit requirements that specific disciplinary policies—like restrictions against underage drinking—be adopted, enforced, and monitored by colleges to protect students and members of the public.

Through such mandated enforcement of government social policies, the "consumer" of college services is being redefined by statute and common law to include not only individual students, but society as a whole. This process probably will not produce a return to the days of colleges' acting *in loco parentis* toward students, but the final result may be close to it. The national trend toward greater college accountability for students' behavior is reinforced by a long-standing concept that college administrators occasionally forget: Colleges own and manage property, and the courts can hold them responsible for foreseeable events on that property, even during activities planned and sponsored by students.

**T**HIS CONCEPT was articulated by the Delaware Supreme Court last year in a lawsuit known as *Furek v. The University of Delaware*. In that case, which involved a hazing incident at a fraternity, the court observed: "The university is not an insurer of the safety of its students nor a policeman of student morality, nonetheless, it has a duty to regulate and supervise foreseeable dangerous activities occurring on its property. That duty extends to the negligent or intentional activities of third persons. . . . The likelihood of injury during fraternity activities occurring on university campuses is

greater than the utility of university inaction."

At present, the Furek case remains an exception. For most colleges, avoiding direct supervision of student social organizations remains legally prudent, because most courts continue to shield them from liability



JACK PARSONS FOR THE CHRONICLE

for behavior they do not control. This collegiate "hands off" approach, however, is educationally questionable, since students who are socialized to engage in behavior destructive to themselves and others will inevitably come into conflict with efforts to promote greater civility and individual moral development on campus.

Regardless of current trends in court

cases, social forces are developing that could make campus officials more responsible for student conduct, even on property not owned by colleges. For example, under pressure from residential communities affected by students' abuse of alcohol, state legislators across the country have urged (or demanded) that colleges expand their disciplinary authority to include various kinds of off-campus misbehavior by students, such as the use of false identification at local bars. Administrators at those institutions know they face a greater risk of legal liability when they assume more responsibility to police student behavior. That risk, however, pales in comparison to the immediate threat posed by angry voters and the legislators anxious to placate them.

**A**LSO, in spite of genuine progress made at many colleges in reducing abuse of illegal drugs and alcohol, educators continue to see significant numbers of students—often living in group houses or off-campus fraternities—who have floundered in an atmosphere largely devoid of traditional social controls. Those students frequently engage in misbehavior off campus that local law enforcement agencies, overwhelmed by more serious crimes, are unwilling to police. College officials, with legitimate reluctance and frustration, are beginning to punish such mis-

behavior, because it is evident that if they don't set limits for students, no one else will.

The demands for more and better supervision of students come at the worst possible time for colleges, since budgets are being cut and personnel laid off. Our best and most realistic hope is for creative, dynamic leadership by deans of students and college

presidents, leadership that can define a sense of community in which students and college officials recognize that they share an obligation to promote more responsible and civil conduct by students on and off campus.

**D**EANS and presidents should recognize the "adult" status of students by giving them genuine authority to manage their own affairs, especially student newspapers, clubs, and political organizations. But administrators also must appreciate that many of their students still are "pre-adults" who need more protection and supervision than many of us have been willing to provide in recent years.

As we are beginning to do with alcohol abuse, we will have to set and enforce higher standards for student behavior, including standards on hazing, vandalism, sexual harassment, sexual assault, and other forms of violence. Students should have an important role, of course, in helping to define those standards and in educating their peers about them. Still, we need to state, directly and honestly, that final responsibility for disciplining students must reside with the campus administration.

Asserting greater control over student conduct does not require single-minded reliance upon rules or penalties. Indeed, that approach would almost certainly fail. We need, instead, a more comprehensive program that clarifies responsibilities, provides for collaboration with students, sets clear standards for behavior, and furnishes role models and education. These actions—plus prompt, early intervention and enforcement when rules are broken—will provide the guidance that many students need and may well come to appreciate at this critical stage in their development.

Students need freedom and structure if they are to develop their character. We have done a good job, on the whole, in offering the freedom. Now, if we really want to help our "post-adolescent pre-adults," we need to pay renewed attention to providing the structure as well.

Gary Pavela is director of judicial programs at the University of Maryland at College Park and is editor of the quarterly *Synthesis: Law and Policy in Higher Education*.



THE CHRONICLE OF HIGHER EDUCATION

"That's a great textbook—plenty of opportunities to punt, kill the ball, or pass."

that informs much of Melvin E. Bradford's view of America. Beyond my own anger, however, lies sadness—and the hope that Bradford is simply further proof of John O'Leary's dictum: "Never has there been a cause so bad that it has not been defended by good men."

DAVID ABRAHAMSON  
Professor of Journalism  
New York University  
New York City

### Defense of views about Colby College

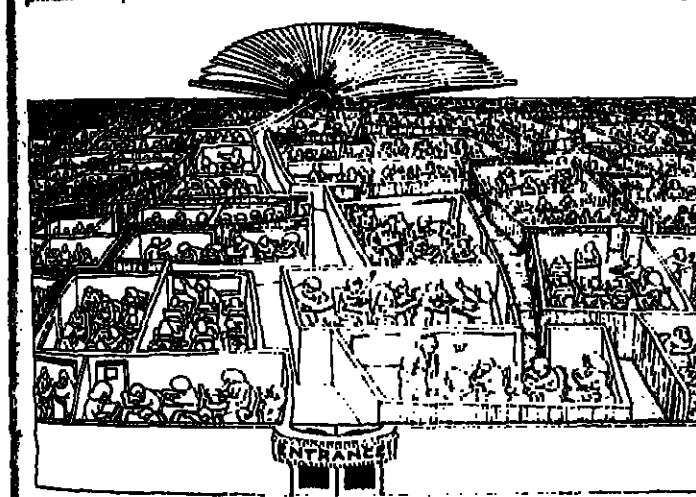
**TO THE EDITOR:**  
Robert P. McArthur provides a predictable rebuttal ("Research and teaching at Colby College," *Letters to the Editor*, July 15) to the point made about Colby College in "A College That No Longer Puts Teaching First Pays a High Price for Its Engi-

### OPINION

neering" (Opinion, June 10). He claims that I "greatly exaggerated the place of scholarship in our faculty reviews." It is difficult to disprove this allegation of his without discussing specific cases that remain confidential. But it is not difficult to address his false claim that I "complain" about the government department or his inaccurate assertion that some of my claims are based on rumors.

I served in recent years as chair of the government department; I continue to regard its members as among my closest friends at the college. Individually and collectively, they are good people, even though I worry that the department has inflated tenure standards to an unreasonable level. The government department is a very strong department, as McArthur writes, and it is quite popular with students. Most of its members, as he says, are active scholars and popular teachers.

But, with all due respect to Dean McArthur, such facts are not relevant, at least so far as my article's main point is concerned. My principal point is that excellent teaching is insufficient for getting tenure in the government department and, as I



SHAWA OF WIRETEL

should be valued equally for their different sorts of contributions to the life of the college.

The article I wrote for *The Chronicle* was accepted in January, when I was professor of government at Colby. Two months before I was offered and accepted my new position at Hollis College. ROGER BOWEN, Vice-President for Academic Affairs, Hollis College, Hollis, Conn.

### Wisdom can overcome a divided government

**TO THE EDITOR:**  
As a fellow emeritus, James L. Sundquist ("A Government Divided Against Itself," Opinion, June 24) surely must remember the Truman Administration and how well that President accomplished his programs despite the government divided between Republicans in Congress and a Democratic executive branch. The Marshall Plan is just one outstanding example of a multibillion-dollar program brought into effect by the skillful planning and political savvy of Mr. Truman's Administration.

A divided government can be even more effective than a one-party government because the Administration has to be wiser, more experienced, and better at politics than a one-party team. A better presentation has to be made to convince the Senators and Representatives to accept novel and massive programs.

The history of the Truman Administration demonstrates that the nation needs a wise statesman and an experienced politician at the helm to get things done. And when we have

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The history of the Truman Administration demonstrates that the nation needs a wise statesman and an experienced politician at the helm to get things done. And when we have

such a President, things get done better than with an undivided regime.

MICHAEL H. CARDOZO  
Assistant Legal Adviser  
for Economic Affairs, 1945-1952  
Truman-Acheson State Department  
Washington

### Language, diversity, and 'proper' English

**TO THE EDITOR:**

It is hard to believe that Dennis Baron is sincere when he expresses in so proper English his wonderment at why nonstandard English usage remains unacceptable in colleges ("Why Do Academics Continue to Insist on 'Proper' English?" Opinion, July 1). . . .

When language is intended to convey precise meaning, then error or unintended ambiguity is not a tolerable luxury. In mathematics, science, engineering, philosophy, history, law, and medicine (to name a few disciplines), both in their practice and in their exposition (as at a university, say), the careful use of language is mandatory. Ambiguity and error can be harmful, expensive, unprofessional, and unethical.

In such professional environments practitioners wish to use the language elegantly and precisely. They wish to impress clients and others that they have the language skills consistent with high standards of professional practice. As part of a professional team and as representatives of the key members of the team, staff with strong language skills are highly valued.

The ability to specify complicated ideas clearly and unambiguously is an important skill. It is the basis for many forms of cooperative human endeavor. It promotes rational debate and decision making, for it makes (1) ideas more easily shared, (2) the evaluation of ideas more rational and objective, and (3) the implementation and testing of ideas more efficient and error free.

THOMAS F. PIATKOWSKI  
Professor and Chairman  
of Electrical Engineering  
Western Michigan University  
Kalamazoo, Mich.

**TO THE EDITOR:**

The literate public today knows more about plate tectonics and DNA than about its own speech. It is this ignorance, staunchly maintained despite the efforts of generations of linguists to dispel it, that allows a linguistic police-state mentality to survive.

Those who castigate the use of "I don't have no money" as the negative of "I have some money" nevertheless themselves use a covert "double negative" in "I don't have any money." The difference is purely superficial, with any and no equally reflecting negative quantifier agreement; but it is the social distribution of the two that underlies the middle-class stigmatization of the no usage. Scratch a language purist and you find a closet social bigot.

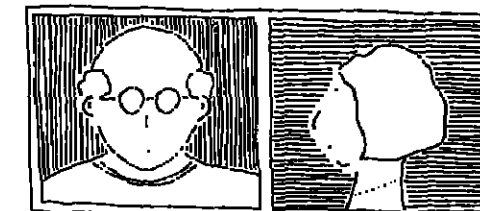
This is not to deny the practical utility of a uniform grammar and spelling system. But it should be seen as just that, and not a basis for moral judgment or economic discrimination. Further, change in language is inexorable and inevitable, and efforts to resist it are quixotic at their best, and reprehensible at their worst.

RUDOLPH C. TROJKE  
Head of English Department  
University of Arizona  
Tucson, Ariz.

**TO THE EDITOR:**

In his article . . . Dennis Baron

### REWARD OFFERED



BESPECTACLED MALE (BALDING)  
AND QUIET UNASSUMING FEMALE  
SOUGHT FOR CENTRAL ROLES IN  
NEW NOVEL (LATE TO PUBLISHER)  
BY NOTED AUTHOR (DESPERATE)

THE CHRONICLE OF HIGHER EDUCATION

LEWIS BUREAU

was wrong in just about everything he said. Standard English is not a myth, and the reason for following the set of rules should be obvious to anyone who claims to be a professor of English and linguistics. Professor Baron is very wrong when he says that using "proper" English "would not improve their job status or their pay." Lack of proper language skills most definitely is a detriment to getting a good job, and he does his students a great disservice by telling them otherwise. Neither I nor any boss that I've had over the past 35 years would knowingly hire as a secretary anyone who did not use (or was not willing to learn) proper English.

A. J. DRISCOLL  
Associate Director  
Division of Sponsored Programs  
Purdue University  
West Lafayette, Ind.

**TO THE EDITOR:**

. . . Dennis Baron's argument for allowing diversity in language is based on the false premise that language is an end in itself. Language is a means, and that is all. Language allows us to reach ends, but it is only a conduit. . . .

The diversity that we should all value is a diversity of ends. Diversity in our lives and opinions makes things fun, but in order to understand each other's diversity we must be able to communicate that diversity. This burden of communication is placed upon our language, and that language must have commonality for all participants to be effective. If the language is unable to transmit various diverse concepts, then there can be no communication. We would all be stuck in our little, private worlds.

Since language plays the crucial role as the conduit of diversity, it is the responsibility of all educators to assure that their students understand the workings of the conduit. To do less is to keep from our students the tool it takes to appreciate the diversity of the world and the people around them. . . .

Correct communications is the only way that we will be able to achieve and appreciate a truly diverse society. . . . DALLAS BROZIK  
Associate Professor of Finance  
Marshall University  
Huntington, W. Va.

**TO THE EDITOR:**

It is hard to believe that a linguist could take such a naive view toward language in attacking critics of "improper" English. Obviously, there is nothing inherently right or wrong about any use of language—given that it clearly conveys the speaker's

meaning. "I ain't never goin' to the movies no more," conveys the speaker's intent just as clearly as "I'm never going to the movies again." The important difference between the two expressions is not in the semantics, but in what the statements reveal about the speaker. The former is associated with societal elements considered—rightly or wrongly—less educated; the latter suggests a more intellectually respectable background. Should we accept the ungrammatical version without prejudice as simply a neutral reflection of our culturally diverse society? As long as our society continues to value education and intellectual achievement highly, being ignorant will be viewed negatively. Consequently it's probably not in one's best interest to appear that way.

Clearly, the question should not be whether unambiguous communication is grammatically correct, but whether the speaker is concerned with the impression created by their use of language. The sentence immediately preceding, while clear in meaning, is ungrammatical in using "their" to refer to a singular noun; yet some "politically correct" grammarians find this usage preferable to the sexist (but grammatical) "his." I formed the sentence in this way not because it's "proper" or "improper," but because I do not want others to think that I share the insensitivity toward women's rights often associated with people who use masculine pronouns generically. In short, I think the editor cited by Dennis Baron was reasonable in expecting her staff to use "accepted" grammar when talking with business clients. No company insensitive to the impressions created by language styles is likely to survive long in a competitive business climate. DON CHEZIK  
Director  
Center for Human Development  
Saint Bonaventure University  
Saint Bonaventure, N.Y.

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.



# Bulletin Board

- Faculty exchange
- For sale
- Housing exchange
- Index
- Positions available

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Issue Date	Closing Date
August 12	Monday, August 3, 2:00 p.m.
August 19 or 26	The Chronicle will not be published
September 2	Friday, August 21, 5:00 p.m.
September 9	Monday, August 31, 2:00 p.m.
September 16	Friday, September 4, 5:00 p.m.
September 23	Monday, September 14, 2:00 p.m.
September 30	Monday, September 21, 2:00 p.m.

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## BULLETIN BOARD: Positions available

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The School of Accounting Legal Studies, with 600 EFTSLs, offers an extensive range of undergraduate and postgraduate subjects for accounting students, as well as teaching all other law units in the Faculty of Business. Accounting students are able to do a secondary major in business law and taxation. The School has the equivalent of 21 full-time staff. The School is presently developing its research activities, in particular in those areas where the law impacts upon the accounting profession, and endeavours to maintain close links with the professions and with business through its teaching and research activities.

The position of Associate Professor in Accounting Legal Studies is one of academic leadership within the School and a major discipline or disciplines as well as administrative responsibility for a group of academic staff and where applicable, support staff. An Associate Professor is required to remain abreast of developments in higher field and this will involve a continuing commitment to scholarship and professional involvement.

Women are under-represented at QUT at this level; therefore, suitably qualified women are encouraged to apply.

**QUALIFICATIONS/SKILLS:** Applicants should meet the University criteria for appointment as Associate Professor, and should possess advanced qualifications in the area of accounting law/business law, company law, or taxation law, a postgraduate qualification with either a doctorate or substantial progress towards such a qualification. In determining experience relative to qualifications, regard shall be had to teaching experience, experience in research, experience outside tertiary education, creative achievement, professional contribution and/or technical achievement. The appointee will be a quality teacher with the ability to provide leadership in research and publication and supervise postgraduate students.

**CONDITIONS:** Permanent appointment is available at the level of Associate Professor (\$US\$44,872 to \$US\$48,450 (\$AUS\$40,476 to \$AUS\$46,826) per annum from 29 July 1992). Conditions include subsidised accommodation, relocation assistance, professional experience leave and study assistance.

**FURTHER INFORMATION:** Selection criteria for the position and information on the University are available from QUT Personnel Department, telephone 81 784 3745, facsimile 81 784 3898 or email [hr@qut.edu.au](mailto:hr@qut.edu.au). For further information on the position, contact Professor Peter Little on 81 784 3881.

**APPLICATIONS:** Applicants should quote 350/92 and include evidence of academic qualifications, experience and teaching evaluations plus the names, addresses, telephone and facsimile numbers of five professional referees. Applications should address the selection criteria and should reach the Personnel Office, QUT, Locked Bag No. 2, Red Hill, Queensland, 4059, Australia by 14 August 1992. Smoking is not permitted in QUT buildings or vehicles.

An Equal Opportunity Employer

### HONG KONG PLASTICS TECHNOLOGY CENTRE

Applications are invited for the post of

### CHIEF EXECUTIVE

The Plastic Technology Centre is a non profit-distributing company based in Hong Kong to provide technical support to meet the development and growth of the plastics industry. The Centre provides consultancy services and research on plastics, processing, machinery and tooling; develops materials conversion, product development and testing services; and supports training and practical problem-solving for its clients.

The Centre is sited within the Hong Kong Polytechnic campus. It has a strong working relationship with the Polytechnic and other tertiary institutions as well as industrial support establishments, including the Hong Kong Government's Industry Department and the Hong Kong Productivity Council.

**The Position:** The Chief Executive reports to a Board of Directors and is fully responsible for the overall management and day-to-day operation of the Centre.

**Qualifications and Experience:** Applicants should have a good relevant degree and/or recognised professional qualifications with appropriate experience of applied research and development work in plastics technology or related fields. Preference will be given to candidates with higher degrees. Well proven leadership qualities and management, administration, marketing abilities, and vision to develop the Centre are required. Relevant working experience including a sustained period in a senior management position is a prerequisite. Knowledge of English and ability to speak Cantonese will be an advantage. Knowledge of Pinyin will be an advantage.

**Salary and Service:** The salary is commensurate with qualifications and experience. The salary is HK\$720,000 per annum (US\$110,000) plus approximately 10% bonus. Appointment will be on a two-year initially-renewable contract with the option for a further two years at the discretion of the Board of Directors. Benefits include 4 weeks' annual leave, economy housing (for appropriate and family unit overviews of service) every two years, housing allowance, and medical and dental benefits.

**Applications:** Including curriculum vitae and names of three referees, should be sent to the Chairman, Board of Directors, Hong Kong Plastics Technology Centre, c/o the General Secretary, Hong Kong Polytechnic, Kowloon, Hong Kong before August 26, 1992; fax 852 364 2066. Further information is obtainable from the same office.

**Continuing education offered on-campus:** The Centre offers a number of continuing education courses on-campus. The Centre is also offering a number of continuing education courses on-campus. The Centre is also offering a number of continuing education courses on-campus.

**Affirmative Action:** Associate Director: The Centre is committed to affirmative action in all its activities. The Centre is committed to affirmative action in all its activities. The Centre is committed to affirmative action in all its activities.



## INSTRUCTORS

Our client, the Saudi Arabian Marketing and Refining Company (SAMAREC), is currently the second largest company in Saudi Arabia and responsible for refining and marketing petroleum products in the Kingdom of Saudi Arabia and throughout the world.

The positions listed below are announced by the Training Department of SAMAREC for assignment to either Jeddah, Riyadh, Yanbu or Dammam. Contracts are for 2 years and are renewable.

All positions offer a generous tax-free salary, free air-conditioned and fully furnished housing which includes paid utilities, free medical coverage, a car or transportation allowance, 36 to 42 days vacation per year and regular fare-paid leave to your home-of-record. Assignments are available for single, married or family status. Child education benefits are provided.

### ENGLISH LANGUAGE SUPERVISOR

B.S. in Linguistics or English Literature and at least 15 years experience as an English Instructor.

REFERENCE: ELS

### ENGLISH LANGUAGE INSTRUCTOR

BA in Linguistics or English Literature with 10 years experience in teaching.

REFERENCE: ELI

### TECHNICAL TRAINING SUPERVISOR

B.S. in either Electrical or Mechanical Engineering with 10 years experience in refinery maintenance and at least 5 years experience in Technical Training.

REFERENCE: TTS

### MAINTENANCE INSTRUCTORS

B.S. in either Mechanical or Electrical Engineering with 5 years experience in refinery maintenance and 3 years experience as a training instructor.

REFERENCE: MI

Mail or fax your resume, including the REFERENCE number to: THE LESLIE CORPORATION, 1070 NORTH FRESWAY, SUITE 370, HOUSTON, TX 77037. FAX (713) 391-0921.

Saudi Arabian Marketing and Refining Company - SAMAREC

### ROTATING EQUIPMENT MAINTENANCE INSTRUCTOR

B.S. in Mechanical Engineering with at least 5 years experience in refinery maintenance and training instruction.

REFERENCE: REMI

### EQUIPMENT MAINTENANCE INSTRUCTOR

B.S. in Mechanical Engineering with at least 5 years experience in refinery maintenance and training instruction.

REFERENCE: EMI

### OPERATIONS INSTRUCTOR

B.S. in Chemical Engineering with 10 years experience in refinery operations and at least 3 years experience in Operations Training.

REFERENCE: OI

Resumes will be received for 14 days from the date of this publication. Your resume MUST include a daytime phone number where you can be contacted during normal business hours. Indicate on your cover letter the REFERENCE code of the position(s) you wish to be considered for. You must be a U.S. or Canadian citizen to qualify.

## DIRECTOR LONDON CENTER

Full-time position available January 4, 1993. The Director of the London Center is responsible to the Director of the Office of International Programs in New York for planning, administering and coordinating all programs and activities of the Center, including supervision of staff, recruitment of students, program development, implementation of College policies and procedures, faculty recruitment and supervision, and budget management.

**Required Qualifications:** Earned doctorate, successful experience in administering academic programs, knowledge of the British and American systems of education, strong interpersonal and leadership skills.

**Additional Desired Qualifications:** Extended experience in living abroad, knowledge of London, experience in international recruitment.

Candidates should submit a letter of application and a current vita and have three letters of recommendation sent to: Dr. Tanya Saunders (Hauppel), Director of International Programs, Ithaca College, 853 Danbury Road, Ithaca, New York, 14850-1150. Ithaca College is an Affirmative Action, Equal Opportunity Employer.

Other graduate degree is required. The successful candidate should demonstrate the ability to analyze factual situations, apply appropriate law, and provide advice regarding alternative action, budget, and other employment related matters. The candidate should have a high degree of organizational, interpersonal, and communication skills, and the ability to communicate clearly and effectively both orally and in writing.

**Applications:** Including curriculum vitae and names of three referees, should be sent to the Chairman, Board of Directors, Hong Kong Plastics Technology Centre, c/o the General Secretary, Hong Kong Polytechnic, Kowloon, Hong Kong before August 26, 1992; fax 852 364 2066. Further information is obtainable from the same office.

**Continuing education offered on-campus:** The Centre offers a number of continuing education courses on-campus. The Centre is also offering a number of continuing education courses on-campus. The Centre is also offering a number of continuing education courses on-campus.

## University of Otago Te Whare Wananga o Otago New Zealand LECTURER IN ANTHROPOLOGY (BIOLOGICAL ANTHROPOLOGY)

Applications are invited for the position of Lecturer in Biological Anthropology. We seek a person of broad general competence who has a particular interest in any of the following fields: primate studies, hominid biological and social evolution, paleoanthropology (including the use of mitochondrial DNA), osteological analysis, cultural demography and paleoecology. The successful applicant will be expected to teach hominid biological and social evolution at an undergraduate level and his or her speciality at advanced levels.

Candidates should have a completed Ph.D. and relevant teaching experience. A willingness to pursue, stimulate and supervise research will be essential.

The current salary range is NZ\$37,440-449,088 p.a. with a bar at NZ\$45,448.

The position is available from 1 February 1993 and it is hoped that the successful applicant can assume duties as close as possible to that date.

Further information and the method of application are available from the Registrar, University of Otago, P.O. Box 56, Dunedin, New Zealand (Fax (64) (3) (474-1607) with whom applications quoting reference number A52/43 close on 30 September 1992.

Applications should include the names, addresses and fax numbers (where possible) of at least two persons who are able to act as referees for the applicant.

Equal opportunity in employment is University policy.

**Alumni Affairs:** Director of Federated Alumni Programs: The Sage College is seeking a person of broad general competence who has a particular interest in any of the following fields: primate studies, hominid biological and social evolution, paleoanthropology (including the use of mitochondrial DNA), osteological analysis, cultural demography and paleoecology. The successful applicant will be expected to teach hominid biological and social evolution at an undergraduate level and his or her speciality at advanced levels.

## JOB SERVICES

Current Education Job Lists: Teacher and administrator posts in schools and colleges. Subscriptions: \$24 — 4 months; \$46 — 2 months. Circulation: 100,000. BUREAU OF EDUCATION, 645 Main Street, Suite 435, Stoughton, Massachusetts 01969 or 01974. South Beach, Florida 33409.

Faculty Administrators: Current openings. Subscriptions: \$24 — 4 months; \$46 — 2 months. Circulation: 100,000. BUREAU OF EDUCATION, 645 Main Street, Suite 435, Stoughton, Massachusetts 01969 or 01974. South Beach, Florida 33409.

Liberal Arts Graduates Wanted: Barry Levin, early career, B.A., M.A., twice monthly bulletin lists 300+ interesting openings nationwide. Details: Jobs for Graduates, Box 1582, McLean, Virginia 22103; 703-356-1683.

## POSITIONS WANTED

Assistant / Associate Professor Fall 1992: Sociology/Criminology/Juristics/Introductory Criminology/Delinquency/Deviance/Stratification. Degrees, teaching experience. (604)434-2626.

Engineers: Endnote physics teacher, past six years in two-year technical college. BS/MS. Considerable industrial/business experience. Seeking faculty position near northeast urban position. (707)746-2525.

Lectures/Workshops by Published Composer: Bernard Aluma, Classical, Jazz. (212) 330-6621.

MBACPA: Accounting position desired: (713) 576-6445.

M.S. in Counseling: Experience in community college level, counseling, advising, teaching, group work. Excellent references. Travel West/Alaska in August. Maria Miner, 181 Falcon Circle, Anchorage, Alaska 99504. 907-331-8274.

## POSITIONS AVAILABLE

Academic Computing: Golden Gate University is inviting applications for the position of Director of Academic Computing and Instructional Technology. We seek a person of broad general competence who has a particular interest in any of the following fields: primate studies, hominid biological and social evolution, paleoanthropology (including the use of mitochondrial DNA), osteological analysis, cultural demography and paleoecology. The successful applicant will be expected to teach hominid biological and social evolution at an undergraduate level and his or her speciality at advanced levels.

Accounting Assistant Professor: Full-time, one-month, term-time position. Teach lower- and upper-level classes in accounting; advise and counsel students. Teaching is the primary responsibility.

## POSITIONS AVAILABLE

The Director will be instrumental in planning and developing the goals and objectives for all academic related information and resources. Select and implement hardware and software to accommodate a variety of University needs to include assisting the University's General Counsel in the development and implementation of an automated information system. The Director will also develop, enhance, and implement policies and procedures for the University's academic and administrative computing, plus provide training for University personnel. Qualifications include a master's degree (Ph.D. in related field preferred), six years experience developing and implementing academic programs and computer-assisted instruction in a university or college setting. Teaching experience within a higher education setting desirable; excellent verbal and written communication skills are essential. Please send letter of application and resume to: H. Barnes, Personnel Department, Golden Gate University, 536 Mission Street, San Francisco, California 94105. Golden Gate University is an equal opportunity employer.

Accounting Blackboard College invites applications for a tenure-track position in accounting to teach in full range of accounting courses. Additional competence in related areas in business and practical business experience are desirable. Blackboard College is a small liberal arts college located in a small town between St. Louis, Missouri and Springfield, Illinois, and committed to academic excellence. Qualifications include a CPA or CMA, a relevant master's degree, and teaching experience. Send letter of application, resume, and references to: Dr. Patricia A. Brooks, Department of Business Administration, Blackboard College, Carlinville, Illinois 62626. BOE.

Accounting Representative of the School of Business, University of Kansas, will assist in the recruitment and selection of accounting faculty to Washington, DC. The initial meeting in Washington, DC. The initial meeting in Washington, DC. The initial meeting in Washington, DC.

Accounting Assistant Professor: Full-time, one-month, term-time position. Teach lower- and upper-level classes in accounting; advise and counsel students. Teaching is the primary responsibility.

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Equal opportunity employer.









## DIRECTOR OF UNIVERSITY COMMUNICATIONS

### The University of Texas at San Antonio

The University of Texas at San Antonio invites nominations and applications for the position of Director of University Communications. The City of San Antonio, which combines a rich cultural heritage with a modern emphasis on technology, research and education, is a dynamic city with a population of over 1.5 million in the urban area. The University is a major contributor to the area's development with a broad range of undergraduate and graduate programs and rapidly developing research activities.

**THE UNIVERSITY** is a comprehensive, metropolitan university located on the edge of the Texas hill country, serving over 16,000 enrolled students. The City of San Antonio, which combines a rich cultural heritage with a modern emphasis on technology, research and education, is a dynamic city with a population of over 1.5 million in the urban area. The University is a major contributor to the area's development with a broad range of undergraduate and graduate programs and rapidly developing research activities.

**RESPONSIBILITIES** The Director of University Communications reports to the Vice President for University Advancement and has primary strategic and administrative responsibility for internal and external communications, media relations, institutional publications, issues management, publicity, news and information, strategic research, marketing planning, and television, audio, graphic and photographic services. He/she serves in a staff capacity to the President for public engagements and strategy development, works in a team environment with professionals in development and alumni affairs, and with institutional executive officers, and provides leadership to interpret the University to its varied constituencies.

**QUALIFICATIONS** Candidates must have a record of increasing responsibility in successful results-oriented communications, public relations or related programs. A breadth of experience in reporting, publications, issues management, marketing, print and broadcast media relations and planning is necessary, preferably in a higher education environment. Additional qualifications include demonstrated organizational management skills; excellent writing and oral communication skills; and demonstrated abilities to work effectively on an administrative team and with diverse groups, to build and lead a creative staff. The successful candidate will display evidence of creativity in development programs for communicating with various publics and demonstrated success with major projects. An understanding of university organizational and mission, as well as the news media, is required. Additional qualifications that will be important to success in this position include sensitivity, integrity, high dedication, motivation and enthusiasm for higher education activities; the capability of working flexible hours and responding effectively to unexpected situations; and an understanding of the special needs of a multicultural relations or a related field. An advanced degree in communications, public relations or a related field is required. An advanced degree is preferred.

**APPOINTMENT AND APPLICATION INFORMATION** This position is a full-time administrative appointment, available as early as September 1, 1992, with a preferred starting date in advance of October 15, 1992. Salary is competitive and commensurate with qualifications and experience. Screening of candidates will commence on August 15, 1992. Applications and nominations received after this initial deadline will be accepted and reviewed on a biweekly cycle as necessary until the position is filled. Qualified candidates should forward a letter of interest, a resume and the names, addresses and telephone numbers of at least three references to:

Dr. Robert C. Horn  
Vice President for University Advancement  
The University of Texas at San Antonio  
San Antonio, Texas 78249-0623

The University of Texas at San Antonio  
is an Equal Opportunity, Affirmative Action Employer.  
Women and minorities are encouraged to apply.

## Senior Planner

The University of Texas M. D. Anderson Cancer Center is currently seeking an experienced Senior Planner. Responsibilities include facilitating institutional planning groups and analyzing strategic planning information. Requirements include a Master's degree in Planning, Health Care Administration or related field; 3 years' experience in strategic planning with a minimum of 2 years' experience in the health care industry; strong analytical skills; and proficiency with various software applications.

UTMDACC offers competitive salaries and generous benefits. Please send resumes in confidence to: **THE UNIVERSITY OF TEXAS M. D. ANDERSON CANCER CENTER**, 1515 Holcombe, HMB 205, Houston, TX 77030, Attn: Lisa Onlverson. An equal opportunity/affirmative action employer. Smoke-free environment.



**Elementary Education** Tenure-track position for Assistant/Associate Professor at small state university, effective September 1, 1992. Primary responsibilities include teaching and instruction with appropriate emphasis on field experience. Send letter of interest, resume, and three references to: **Dr. Robert C. Horn**, Vice President for University Advancement, The University of Texas at San Antonio, San Antonio, Texas 78249-0623. Equal Opportunity Employer.

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## Director Center for Instructional Services

Applications and nominations are invited for the position of Director, Center for Instructional Services. This position reports to the Vice President for Academic Affairs and is responsible for the development and implementation of instructional services, including media, audio, video, and computer services. The Director will be responsible for the development and implementation of instructional services, including media, audio, video, and computer services. The Director will be responsible for the development and implementation of instructional services, including media, audio, video, and computer services.

**Qualifications:** M.S. from an A.A.-accredited institution, and/or degree in Educational/Instructional Technology, two years' experience in management of instructional services required, and knowledge of current trends in educational media. Excellent communication skills and teamwork abilities. Salary in mid twenties for 12-month position.

**Qualified applicants** should send a letter of application, a professional resume, and the names, addresses and telephone numbers of three current references to: **Dr. R. N. Sharma**, Director of Libraries, University of Evansville, 1800 Lincoln Avenue, Evansville, Indiana 47722.

**Review of applications** will begin on August 24 and continue until the position is filled. The appointment will commence on September 15, 1992, or as soon thereafter as practicable.

The University of Evansville is an independent, church-related, selective admissions university organized into four colleges and schools: Arts and Sciences, Business Administration, Education and Human Services, Engineering and Computer Science. The institution is located in a city of 135,000 in southwestern Indiana. Enrollment numbers approximately 2,200 full-time students. The University also has a branch campus, Harderton College, located just north of London. The University of Evansville is an Affirmative Action, Equal Opportunity Employer.

## Director of Federated Alumnae/ni Programs.

The Sage Colleges invites nominations and applications for the position of Director of Federated Alumnae/ni Programs. This position reports to the Vice President for Public Affairs and is responsible for the dynamic leadership of the alumnae/ni programs of Russell Sage College, Sage Junior College of Albany, Sage Evening College and Sage Graduate School. **Qualifications:** 1) Ability to lead and supervise management of a staff of three professionals and two support staff. 2) Vision and creativity in the planning, development and coordination of programs involving 18,000 alumnae/ni within the institution and with all alumnae/ni constituencies. A bachelor's degree and five years' administrative experience in alumnae/ni relations or its equivalent is required, with an earned graduate degree or its equivalent preferred. Review of applications will continue until the position is filled. Candidates should submit a letter of interest, resume, and names of three current professional references to: **Vice President for Public Affairs, The Sage Colleges, 92 First Street, Troy, New York 12180. A.A./E.O.E.**



## MOUNT IDA COLLEGE CHAMBERLAYNE SCHOOL OF DESIGN & MERCHANDISING Is seeking full time PROGRAM DIRECTOR INTERIOR DESIGN PROGRAM

Individual to assume teaching & administrative responsibilities beginning Sept. '92 for Interior Design Program offering 2 & 4 year degrees. 140 students presently enrolled. Qualifications must include Master's Degree in Interior Design/Interior Architecture or related field, in the Interior Design/Architecture profession. Familiarity with the RIDER accreditation process a plus.

Please send resume to: **Academic Affairs, Mount Ida College, 777 Dedham Street, Newton Center, MA 02459.** Review of applications is ongoing and will continue until position is filled. No telephone calls please. An Equal Opportunity Employer.

**Second Language Program (CCP 18).** This 12 month, tenure track position starts October 1, 1992. Under the supervision of the Department Head, responsibilities include recruitment, retention, and instruction in Spanish. The successful candidate will be responsible for the development and implementation of the program, including curriculum development, instruction, and assessment. The successful candidate will be responsible for the development and implementation of the program, including curriculum development, instruction, and assessment.



## Anticipated Opening Director of Continuing Education and Academic Services

Tunxis Community College, the fourth largest of 12 comprehensive community colleges comprising the Connecticut Community and Technical College System, seeks a well-qualified and enthusiastic Director of Continuing Education and Academic Services (Community College Professional 20) to work closely with the Dean of Academic Affairs and with the Academic Department Chairpersons to develop, implement and evaluate the total educational delivery system of the college.

This is a newly created position that has been designed to fully implement a recent reorganization that brings together the academic division and community services division under the Dean of Academic Affairs. Specific responsibilities include the development and management of the continuing education program and extension programs; coordination and development of academic division reports and publications; including master schedule, orientation of part-time faculty; grant procurement for academic programs; orientation of students to the college; and the development and implementation of a new master schedule. The position also includes the development and implementation of a new master schedule. The position also includes the development and implementation of a new master schedule.

**Qualifications:** A Master's degree, plus 3 years of experience, including 1 year of supervision, preferably in a community college setting. Evidence of academic division reports and publications; including master schedule, orientation of part-time faculty; grant procurement for academic programs; orientation of students to the college; and the development and implementation of a new master schedule.

**Review of applications** will begin on August 24 and continue until the position is filled. The appointment will commence on September 15, 1992, or as soon thereafter as practicable.

The University of Evansville is an independent, church-related, selective admissions university organized into four colleges and schools: Arts and Sciences, Business Administration, Education and Human Services, Engineering and Computer Science. The institution is located in a city of 135,000 in southwestern Indiana. Enrollment numbers approximately 2,200 full-time students. The University also has a branch campus, Harderton College, located just north of London. The University of Evansville is an Affirmative Action, Equal Opportunity Employer.

## COMMUNITY & TECHNICAL COLLEGES of CONNECTICUT

The National Endowment for the Humanities has an opening in the Division of Research Programs, Scholarly Publications/Scholarships. Grants in the Humanities support the publications and dissemination of excellent books in all fields of the humanities.

## HUMANITIES ADMINISTRATOR

**Responsibilities include:**

- Establishing and chairing peer-review panels;
- Holding in the processing and evaluation of applications;
- Representing NEH to applicants/institutions and responding to inquiries;
- Responding to reports and other requirements of the grant; and
- Participating in program planning and development.

**Qualifications/Requirements:** An M.A. in a discipline of the humanities is required (with a Ph.D. in a discipline of the humanities preferred). In addition to the basic education requirement, applicants must have at least one year of specialized experience equivalent to the next lower grade level. Specialized experience is professional experience in the humanities in a college or university, or in grant-making, publishing, or scholarly organizations. The preferred candidate should possess the following: (1) research expertise in the humanities demonstrating both depth and breadth of knowledge and interest; (2) full-time, post-doctoral humanities teaching experience at a college or university; (3) administrative experience in educational programs, grant-making, publishing or other appropriate institutions; and (4) excellent skills in speaking and writing and ability to deal effectively with the scholarly community.

The salary range is \$38,861-\$80,070 p.a.

Applicants must submit an application for Federal Employment (Standard Form 171) and resume in consideration for this position. This form may be obtained by calling or writing to the address below.

All applications must be received by August 14, 1992 and cite Yeazar Announcement #92-0522. All correspondence to:

Susan M. Stankiewicz  
National Endowment for the Humanities  
1100 Pennsylvania Avenue, NW, Room 419  
Washington, DC 20506  
Telephone: (202) 788-0416 or TDD (202) 788-0982  
An Equal Opportunity Employer

Environmental Education: Director, Environmental Education and Research Center (EECRC) managed by New Mexico State University seeks a qualified individual to lead an environmental education program for leaders from industry and government. The program also includes conferences related worldwide. A Doctoral degree in engineering or scientific field with at least seven years' related experience is required. The individual must be a citizen of the United States. Send resume and three references to: **Dr. R. N. Sharma**, Director of Libraries, University of Evansville, 1800 Lincoln Avenue, Evansville, Indiana 47722.

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## DIRECTOR OF DEVELOPMENT COMMUNICATIONS

Craigton University is seeking an energetic and creative individual to serve as the Director of Development Communications. This is a challenging position in the Office of Development. The Director of Development Communications will report to the Associate Vice President for Development and will work with twelve other development professionals.

The Director of Development Communications has the primary responsibility for writing and editing proposals for individuals, corporations, and private foundations when the Director of Foundation Relations requires assistance. This person will write or edit other correspondence to the Office of Development including but not limited to acknowledgment, cultivation, solicitation, and stewardship letters. He/she also may be asked to prepare initial drafts of text for development publications.

It is essential that the Director of Development Communications possess excellent communication and organizational skills. This person must be able to work effectively with other University Relations staff, which includes Alumni Relations and Public Relations. Candidates must have a bachelor's degree, an advanced degree is preferred, and three years of experience writing proposals to private funding sources as well as other correspondence.

The application deadline is August 14, 1992. Send letter of application, resume and the names of three references to:

Craigton University  
Human Resources Department  
Attn: Julia Stone  
2500 California Plaza  
Omaha, Nebraska 68178

Craigton University is an Equal Employment Opportunity and Affirmative Action Employer.

## ASSISTANT DIRECTOR, SOUTH AFRICAN PROGRAMS

**WASHINGTON, D.C. - BASED**

IE, the largest international student exchange organization, based in Washington, D.C., seeks an Assistant Director to administer programs for black South African students, placing them in U.S.-based universities and monitoring their progress, also, supporting the Executive Director in fund raising from sources including government, corporations, universities, and foundations. Candidates should have an appropriate degree (Master's preferred) and at least 6 years of administrative and supervisory experience developing educational programs; experience administering fellowships or government grants helpful.

Candidates must demonstrate excellent communications and writing skills, knowledge of budget procedure, and must have experience in South Africa and ability to relate to officials of South African institutions. Position requires travel to South Africa and to campuses throughout the U.S. IE offers a challenging opportunity, excellent benefit plan, and competitive salary. Send resume with salary history to:

Director, Human Resources  
INSTITUTE OF INTERNATIONAL EDUCATION  
809 United Nations Plaza  
New York, New York 10017  
Equal Opportunity Employer M/F

**Search Committee, Physical Education.** The University of Georgia, Athens, Georgia 30602-1146, is seeking a full-time, tenure-track faculty member in the Department of Physical Education. The successful candidate will be responsible for teaching and supervising students in the field of physical education. The successful candidate will be responsible for teaching and supervising students in the field of physical education.

**Search Committee, Physical Education.** The University of Georgia, Athens, Georgia 30602-1146, is seeking a full-time, tenure-track faculty member in the Department of Physical Education. The successful candidate will be responsible for teaching and supervising students in the field of physical education. The successful candidate will be responsible for teaching and supervising students in the field of physical education.

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## Director of State and Campus Relations

The American Association of State Colleges and Universities (AASCU) is seeking a Director of State and Campus Relations. The director reports to the Vice President of the Division of Governmental Relations and Policy Analysis, and is responsible for the development and implementation of the association's activities and linkages with state governments, state based associations, and campuses as appropriate in the performance of the responsibilities. The director will monitor state and regional policy and legislation affecting member campuses, work with state and campus officials, and propose courses of action for the association and its member institutions. The director will also monitor campus issues that may have common elements among or that will have a significantly impact on member campuses and will propose courses of action. The director will serve as a resource for campuses as they address those issues.

The director will provide member institutions and other interested parties with selected state finance data, and will develop an analysis of critical policy issues in the states and territories served by the association. The director will manage the state and campus relations activities of the association and will be responsible for working with the association's research staff to identify and design research on state and campus issues. The director will write policy papers, conduct analyses, and serve as the liaison between the association and related state and campus based organizations.

**Qualifications:** Advanced graduate or professional degree(s). Minimum of five years of campus experience including the employment, supervision and evaluation of employees. Experience in developing working conditions at the national level. Experience in working with campus-wide budget and finance issues. Excellent verbal, written, analytical and interpersonal skills. Competency in using computer applications to acquire and convey information. Experience in developing broad based data collection, analysis and feedback projects. Experience in working with legislators including appearance before legislative committees.

Screening for the position will begin August 15, 1992. Applications will be received until a selection is made. Reporting date as soon as possible thereafter. Salary and benefits are competitive dependent on qualifications and experience. Applicants should include a personal letter of application; resume; telephone numbers (home and office); the names, addresses and telephone numbers of four individuals familiar with the candidates qualifications and experience.

Applications and supporting materials should be submitted to:  
Dr. Edward Blumford, Vice President, Division of Governmental Relations and Policy Analysis  
American Association of State Colleges and Universities  
One Dupont Circle/Suite 700/Washington, DC 20036-1192  
AASCU is an Affirmative Action, Equal Opportunity Employer

## CHIEF DEVELOPMENT OFFICER

University Libraries  
University of Pennsylvania

The Department of Development and Institutional Planning seeks an experienced individual to conceptualize, plan and execute a coordinated fundraising program to increase awareness in the University libraries and develop and sustain gift support. **QUALIFICATIONS:** BA/BS with major in arts and sciences; 7 or more years successful fundraising experience during a capital campaign, preferably in an educational or cultural setting; excellent communications skills and ability to work with volunteers essential; ability to relate comfortably contributing to a team effort. Send resume and salary requirements by 8/12/92 to: **Bonnie N. Devlin, Director of Development for School/Center Programs, University of Pennsylvania, 605 Franklin Building, 3451 Walnut St., Philadelphia, PA 19104-6285. A.A.O.E.**



## NETWORK SUPPORT SPECIALIST II

Duties include: Analyze and process raw data obtained from experiments in Neuroanatomy, Neurochemistry, and Neurophysiology into meaningful graphs, tables and charts; writing support programs to help in the use of three dimensional reconstruction of Neuro-anatomical images; image analysis and scanning; analysis of chromatographic data; multi-media applications for teaching materials; slide making and digitization. Manage and maintain a large VAX/VMS system and approximately 100 PC's and Macintoshes on one DECnet and APT-5. Talk-based local area networks. Write programs on DEC Command Language, to ensure the smooth flow of batch jobs, backup jobs, and print queues. Install and maintain DEC software and hardware in the existing system, contact software and hardware service support personnel if need arises. Write interactive programs for data processing and integration with local area network, install network software and hardware products and manage electronic mail and PC work stations. Provide technical and software support to staff, faculty, students, and management. Provide individual assistance in data processing to researchers for special projects. Train non-technical personnel in the use of local network software, assist in the use of PC software, and supervise summer students. Requires a B.S. degree in Computer Science and at least 6 months' prior experience in biomedical computing and in the applications of biomedical research including interface programs and presentation and manipulation of graphic images. Salary \$2203 per month.

Apply at the Texas Employment Commission, Galveston, Texas, or send resume to the Texas Employment Commission, TEC Building, Austin, Texas 78776, Job Order #687053. Ad paid for an equal opportunity affirmative action employer, M/F/D/V. Employer facility is a smoke-free, drug-free workplace. Employer hires only individuals authorized to work in the U.S.

Leonard R. Riley (Chair, Search Committee)  
Assistant Vice President  
Institutional Advancement  
University of Maryland  
Lee Building, Third Floor  
College Park, MD 20742

For full consideration, applications must be received by August 3, 1992. Applications will be accepted until the position is filled. Annual compensation is competitive and commensurate with experience.

## Morehouse College Director of Admissions

Morehouse College invites applications and nominations for the position of Director of Admissions. Morehouse is the nation's only predominantly black, all-male, four-year liberal arts college. The College conducts bachelor of arts and bachelor of science degrees in 36 majors. The student body consists of approximately 4,900 students from 42 states and 13 countries.

The Director of Admissions reports to the Dean of Admissions, Financial Aid and Records, and is a member of the Administrative Council. The Director is responsible for providing leadership in developing and implementing strategies for recruitment and admission of students and transfer students. The Director is also responsible for international student admissions, and is a member of the College's academic scholarship committee.

The Director should have excellent communication skills, experience with data processing, admissions computing systems and publications, and experience in the management of personnel in the college admissions area. The Director is also responsible for providing leadership in the college admissions area. The Director is also responsible for providing leadership in the college admissions area.

Starting salary is commensurate with experience. Interested candidates should send letter of application, resume, names and telephone numbers of three references to: **Mr. William Dease, Chair, Director of Admissions, Search Committee, Morehouse College, Gloster Hall, Room 215, Atlanta, Georgia 30314.** Consideration of applications will begin August 1st and continue until the position is filled.

Equal Opportunity, Affirmative Action Employer

Applications will be accepted until the position is filled. To receive primary consideration, applications should be received by August 3, 1992. Note: LUPUI is an EO/AA employer.

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**Search Committee, Physical Education.** The University of















## University of Northern Colorado

## Director of Development and Executive Director, UNC Foundation, Inc.

Applications and nominations are invited for the position of Director of Development and Executive Director, UNC Foundation, Inc. The position is a non-profit, educational organization governed by the officers and representatives of the participating universities and colleges. We are twelve institutions which cooperate on mutually beneficial projects. The Consortium provides its 176,000 students with opportunities to benefit from the combined resources of its members. Member institutions include: The American University, The Catholic University of America, Gallaudet University, George Mason University, The George Washington University, Georgetown University, Howard University, Marymount University, Mount Vernon College, Trinity College, University of the District of Columbia, and University of Maryland at College Park.

**Responsibilities:** The Director of Programs reports directly to the President and CEO and is responsible for programmatic coordination between the Consortium central office and its external programs. The Director is also responsible for enhancing Consortium academic cooperation. Additionally, the Director is responsible for other cooperative projects between the Consortium of Universities and its member schools. This position also supports a broad educational partnership with the District of Columbia Public Schools.

**Qualifications:** The successful candidate must have an earned doctorate as well as full-time teaching experience in a college or university setting. Evidence of grant and contract administration experience and successful grants writing is essential. Finally, the Director must have the ability to work effectively with a wide variety of individuals and to plan and organize events.

**Salary:** \$45,000 to \$50,000 per annum, with generous benefits. **Applications:** Forward a letter of application, a detailed curriculum vita and names and phone numbers of three professional references by September 1, 1992 to: Mary Catherine Kohler, Consortium of Universities, One Dupont Circle, Suite 200, Washington, DC 20036.

The Consortium of Universities is an equal opportunity, affirmative action employer.

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## Director of Programs

The Consortium of Universities of the Washington Metropolitan Area is a non-profit, educational organization governed by the officers and representatives of the participating universities and colleges. We are twelve institutions which cooperate on mutually beneficial projects. The Consortium provides its 176,000 students with opportunities to benefit from the combined resources of its members. Member institutions include: The American University, The Catholic University of America, Gallaudet University, George Mason University, The George Washington University, Georgetown University, Howard University, Marymount University, Mount Vernon College, Trinity College, University of the District of Columbia, and University of Maryland at College Park.

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## Director of Grants Management

Tuskegee University, Tuskegee, Alabama is seeking an experienced Grants and Contract Administrator. The office provides administrative and post award processing for approximately \$26 million dollars in restricted sponsored funding. Responsible for daily operations of Grants Office including monitoring grant/contract status, revenue and expense management, and reporting requirements. Must have extensive knowledge of Federal regulations. Bachelor's degree, five years of experience in a university setting in grants and contract administration. Send applications and resumes to the Office of Personnel Services, Tuskegee University, Tuskegee, AL 36088. An Affirmative Action, Equal Opportunity Employer.

## Director of Admissions

RIVER COLLEGE, a four-year Catholic, liberal arts institution with a comprehensive student body of 2800 students, invites applications for the position of Director of Admissions. Primary responsibilities include: development and implementation of an aggressive, goal-oriented plan to develop, plan, and supervise all aspects of recruitment and selection of students for undergraduate admissions. This includes identification of target markets, design of all literature, development of decision criteria for enrollment management, and implementation of the college's marketing plan. The Director reports to the Vice President for Institutional Advancement.

**Qualifications:** Master's degree or equivalent education required; 5+ years progressive experience in admissions; a thorough understanding of admissions-related research and analysis; an understanding of the undergraduate recruitment process; a working knowledge of computer applications; and highly developed communication, supervisory, organizational and interpersonal skills. An application for consideration and commitment to River College into education is a must.

**Review of applications will begin immediately and continue until the position is filled.** Submit cover letter, resume, and names, addresses and phone numbers of three professional references to: Elizabeth Center Director of Human Resources, RIVER COLLEGE, 420 South Main St., Nashua, NH 03060.

An Equal Opportunity Employer.

**Rivier College**

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Bulletin Board  
(202) 466-1050

**Mathematics Assistant Professor:** Anticipated opening in Mathematics. The position involves teaching and research in the field of mathematics. For appointment as Assistant Professor, the candidate must have a Ph.D. in Mathematics and must have demonstrated research in the field of mathematics. The position is an equal opportunity, affirmative action employer.

## Instructional Services Librarian

The Babson College Library is seeking an individual to direct library instruction and orientation programs and coordinate development and delivery of Instructional Resources management instruction program with Computer User Services. Specific responsibilities include: providing reference service and library instruction, participating in collection development activities, serving as liaison to faculty department(s), recommending policies and procedures, and compiling and revising user documentation, research guides and other instructional materials.

**Qualified candidates will have MSLIS from an ALA accredited library school, and 3-5 years' academic library experience with emphasis on library instruction of both print and computerized resources. Knowledge of business information sources is needed. This position requires excellent verbal, written, and analytical skills, and the ability to work with many different constituencies. Weekend and evening hours are necessary.**

**Founded in 1919, the College offers Bachelor's and Master's degree programs in business management. There are approximately 1,500 undergraduates, and 240 full-time and 1,400 part-time MBA candidates, and a growing number of people in professional courses. The College is located 14 miles west of Boston on a 450-acre wooded campus in Waltham, Massachusetts.**

**Interested candidates please send two copies of cover letter and resume with the names of three references to: Susan A. Roarky, Office of Human Resources, Babson College, Babson Park, #2100, 2500 College Avenue, Philadelphia, PA 19104. Applications will be accepted until position is filled.**

Babson College is an equal opportunity/affirmative action employer.



## ASSOCIATE DIRECTOR FOR RECRUITMENT, ADMISSIONS AND STUDENT SERVICES

THE DIVISION OF INTERNATIONAL PROGRAMS ABROAD at Syracuse University seeks an Associate Director for Recruitment, Admissions and Student Services. This is a two-month administrative position, Grade 49. The Associate Director is responsible for directing study-abroad programs on the home campus and at other colleges and universities on a national scale. This includes promotion, advising, publications and about four weeks each semester visiting other campuses. Direct a staff of six professionals in carrying out all admissions responsibilities, including the articulation of student services with overseas centers and other campus offices.

**Bachelor's degree minimum required; Master's or equivalent experience desirable. Five years' experience administering international programs for U.S. college students, an admissions office, or in a public relations advertising or marketing firm; demonstrated effectiveness in directing staff and working with students, faculty and administrators on a national scale. This includes promotion, advising, publications and about four weeks each semester visiting other campuses. Direct a staff of six professionals in carrying out all admissions responsibilities, including the articulation of student services with overseas centers and other campus offices.**

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**This position will commence mid-October or sooner. Hiring annual salary range: \$37,780-\$42,560. Candidates must submit a letter of application, resume, and names, telephone numbers and addresses of at least three references. Completed applications, as outlined above, must be received by August 12, 1992. For more information, contact SYRACUSE UNIVERSITY, Skytop Office Building, Syracuse, NY 13244. An Equal Opportunity, Affirmative Action Employer.**

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**326-360-530-591. Assistant Professor:** 326-360-530-591. Salary commensurate with qualifications and experience; excellent fringe benefits package. Send resume with letter by August 25 to: Jane Ferry, Mathematics Department, LaGuardia Community College, 31-10 Thomson Avenue, Long Island City, New York 11101.

**Mathematics Education Teacher:** Education (Mathematics)/Research on Teaching. The position involves teaching and research in the field of mathematics. For appointment as Assistant Professor, the candidate must have a Ph.D. in Mathematics and must have demonstrated research in the field of mathematics. The position is an equal opportunity, affirmative action employer.

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## College of the Atlantic

Bar Harbor, Maine 04609

## Director of Development

College of the Atlantic invites applications and nominations for the position of Director of Development. Reporting to the Vice President for Development, the successful candidate will join a development, alumni, and public affairs team of four persons and will have lead responsibility for managing the Annual Fund. He or she will work closely with the V.P., the President, and a distinguished board of trustees on the cultivation/solicitation of major gifts from a donor constituency that is comprised of many individuals with established records of significant philanthropy.

College of the Atlantic is a small, innovative private college serving 250 students and offering the B.A. and M.F.A. in Human Ecology. Founded in 1969, the college is situated on a 20-acre oceanfront campus next to Acadia National Park on Mount Desert Island, Maine. Distinctly mission-oriented, the college addresses environmental and social issues with unique interdisciplinary programs in environmental sciences, art and design, and human studies. The present student body hails from 28 states and ten foreign countries.

**Qualifications include:** demonstrated experience with the successful development of major gifts from (in order of importance) individuals, foundations, and corporations; excellent written and verbal communications skills; proven competence to plan, execute, and evaluate fund-raising programs; and demonstrated effectiveness in providing guidance and support for volunteer fund-raising leaders. Candidates must have three or more years of fund-raising experience, who have enjoyed significant responsibility in an Annual Fund program, who are accomplished direct mail, report, and proposal writers, who have some experience with capital campaigns, and who are familiar with the use of automated donor information systems and word processing technology will receive preferential consideration.

**Salary and benefits will be commensurate with experience and promise. Consideration of applications will begin in late July and continue until the position is filled.**

Send resume, letter of application, names of references, and inquiries to: Messrs. Ted Koffman and J. Mison Murfit, Search Committee Co-Chairs, College of the Atlantic, 105 Eden Street, Bar Harbor, Maine 04609. COA is an Affirmative Action, Equal Opportunity employer.

## Associate Director of Admissions

Hampshire College seeks qualified candidates for the senior level position which reports to the Director of Admissions. The individual will be the office writer responsible for creating and revising admissions publications and letters and will manage the prospect mailing sequence. Another primary duty is the maintenance and coordination of an alumni admissions program with several hundred volunteers. As part of a staff of six other admissions professionals, the associate director will also share responsibility for travel, interviewing students, and reviewing admissions applications. Candidates should possess a BA degree (MA preferred) and a minimum of four years of full-time admissions or closely related experience. Strong creative writing and oral communication skills are essential. Knowledge of Microsoft Word and PageMaker software and an ability to learn and use other instructional database systems also required. Knowledge of College Board Search Service and principles of enrollment management highly desirable. A valid driver's license is required. Salary range of \$28,000-\$30,000, plus benefits. Hampshire College is a small, private, coeducational, liberal arts college located in Amherst, Massachusetts, one of the nation's leading educational centers. Hampshire attracts a special group of students who wish to take substantial responsibility for directing their own education. Applicants should submit a cover letter, resume, promotional writing sample(s), and three letters of recommendation which speak directly to the nature of this position to Ms. Jersey Graham, Associate Director Search, Personnel Office, Hampshire College, Amherst, MA 01002. Review of applications will begin on July 19, 1992 and will continue until a suitable candidate is selected. Hampshire College is an equal opportunity employer and has embraced upon a vigorous affirmative action program. Women and minority candidates are strongly encouraged to apply.

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## HAMPSHIRE COLLEGE

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## LIEUTENANTS OF POLICE

## Houston Community College System

Houston Community College System is seeking four Lieutenants of Police to supervise campus police officers at several of its colleges.

**REQUIREMENTS:** A commissioned Police Officer for the State of Texas: Certified by the Texas Commission on Law Enforcement Officer Standards and Education. [Copy of license must be submitted at time of application.]

Five (5) years of Law Enforcement Services

Two (2) years of supervisory experience

Twenty-one (21) years of age

Must be able to demonstrate the ability to interpret and prepare incident reports from raw data.

**POSITION AVAILABLE:** September 1, 1992

**APPLICATION DEADLINE:** To be determined

**MAKE APPLICATION TO:**

HOUSTON COMMUNITY COLLEGE SYSTEM

HUMAN RESOURCES DEPARTMENT

P. O. BOX 7849

320 JACKSON HILL, SUITE 220

HOUSTON, TEXAS 77270-7849

(713) 866-8340

HOUSTON COMMUNITY COLLEGE IS AN

EEO/AFFIRMATIVE ACTION EMPLOYER

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## SCHOOL OF THE ART INSTITUTE OF CHICAGO

## Assistant Director of Alumni Affairs

The School of the Art Institute of Chicago, founded in 1868, is an accredited college of art. The primary purpose of the School is to foster the conceptual and technical education of artists and designers in a highly professional studio-oriented environment. The School offers studies in studio art, art history, theory and criticism, art therapy and art education including a complementary program in liberal arts which emphasizes the pivotal role that the humanities, math and science play in an artist's development.

**SAIC seeks an energetic, creative executive with strong interpersonal skills to direct its Alumni Affairs program. Alumni Affairs serves the School's alumni, parents and friends through programs of social interaction, fund raising, admissions and volunteer development.**

The Assistant Director will plan, oversee implementation of, and evaluate programs in consultation with the Executive Director of Development and Alumni Affairs, Admissions, Placement and the National Alumni Association Cabinet.

The Assistant Director recruits and supports key volunteers, analyzes and guides local and regional alumni strategies, participates in on-campus alumni events and works with the annual fund staff. Candidates should only the challenges of public interaction, occasional travel, and long work hours. A Bachelor of Arts degree as well as a strong commitment to arts education is required. Excellent writing, oral communications and organizational skills are essential. Creativity, flexibility and strong personal initiative are qualities that will foster success. Experience with university fund raising, alumni programs, public relations or marketing is preferred. Familiarity with databases systems is helpful.

**Ideal candidate is an SAIC alum. Candidates should send a letter of interest and resume to: Louise Ivins, Assistant Director of Personnel, Art Institute of Chicago, MCS, Michigan Avenue at Adams, Chicago, IL 60603. (EOE).**

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## DIRECTOR OF PLANNED GIVING/MAJOR GIFTS

New England Baptist Hospital is seeking a Director of Planned Giving/Major Gifts fund raising to assist the Vice President for Development in planning and executing a capital campaign for this 219-bed hospital located in Boston.

The Director of Planned Giving and Major Gifts will be responsible for overseeing the development of a comprehensive planned giving program and for coordinating all major gift prospect activity. The Director will work closely with the Vice President in overall campaign strategizing and implementation.

Candidates must have a Bachelor's degree, Master's preferred, and a minimum of 5-10 years of experience in planned or major gift fund raising. CFPRE preferred. Candidates must be self-directed and have excellent written and oral communication skills.

**MAJOR GIFTS OFFICER**

Newly created position to last for the duration of the Capital Campaign. Reporting to the Director, the Major Gifts Officer will identify and cultivate major gift prospects as well as strategic solicitation. This position also works closely with the Capital Campaign volunteers and assists the Vice President of Development.

Candidates must have a Bachelor's degree, excellent written and oral communication skills, and 5-10 years of experience in major gift solicitation.

New England Baptist Hospital offers excellent benefits including earned time, health/dental/life insurance, tuition reimbursement, short and long term disability, matching retirement program and more. An equal opportunity employer. We are accessible.



New England Baptist Hospital

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## West Virginia University CONTROLLER

Search Reopened

West Virginia University seeks applications and nominations for the position of Controller. With an annual operating budget of \$10 million, West Virginia University is the state's major research, doctoral degree-granting, land-grant institution. Enrolling 22,500 students in 175 degree programs, the University consists of fifteen colleges and schools, a comprehensive Health Sciences Center, and two regional campuses, including Potomac State College of West Virginia University and West Virginia University at Parkersburg.

The Controller reports to the Associate Vice-President for Finance and is responsible for the university-wide administration of all accounting and financial reporting policies including, but not limited to, the proper processing and recording of financial transactions, the preparation of all official financial reports, the establishment and maintenance of internal control systems, the stewardship of campus assets, and the fulfillment of debt responsibilities. The Controller manages a staff of 100 persons to provide accounting, student fee collections, payroll preparation, financial reporting, inventory, tax, contract/grant management, and disbursement services for the campus. The Controller also provides oversight and direction to the accounting and control aspects of all campus business and financial activities. In addition, the Controller serves as a senior administrative officer, who must successfully interact with all levels of management, various state and federal officials, and external auditors.

Functions reporting to the Controller include Accounts Payable, Budget, Payroll, Budget and Cash Administration, Grants and Contract Accounting, Financial Analysis and Reporting, General Accounting, Accounting Systems, Financial Archives, Insurance, and Administrative Forms Supply.

**Qualifications:** Applicants are required to have a Bachelor's degree (Master's preferred) in an appropriate field, such as accounting, finance, or administration, and have five or more years' experience in higher education accounting at the assistant controller level or above of a land-grant or other research university (relevant experience in not-for-profit organizations other than higher education may be substituted). The CPA certificate is strongly preferred. In addition, the applicants are required to have an understanding of computer-based accounting systems, relevant tax laws, federally sponsored research accounting and auditing procedures, and demonstrated leadership, interpersonal, communication, and management skills.

**Application Process:** Review of applications will continue until the search is completed. For full consideration, please submit a letter of application, a current resume, and names, addresses, and phone numbers of three references by September 15, 1992 to:

Narvel Weese, Jr., Chair  
Controller Search Committee  
West Virginia University  
Post Office Box 8001  
Morgantown, WV 26506-8001

West Virginia University is an Equal Opportunity,  
Affirmative Action Employer.  
Women and minority persons are especially encouraged to apply.

## Director of the Office of Lesbian, Gay, and Bisexual Life

Emory University seeks applications and nominations for the position of Director of the Office of Lesbian, Gay, and Bisexual Life. A major research university located in Atlanta, Georgia, Emory is a liberal arts college with a strong emphasis on the liberal arts and sciences, as well as professional schools. The total student population is 11,861.

The director will primarily serve as an educator for the university by providing a variety of services, including: consultation with offices, departments and programs; review of policies and procedures; and implementation of programs according to the particular needs of each entity. As the key contact person, the director will coordinate the budget and supervise graduate student coordinators and work study students.

To apply, submit a resume and cover letter to:  
Barbara A. B. Patterson  
Dewey Hall  
Emory University  
Atlanta, GA 30322

SCREENING OF APPLICATIONS WILL BEGIN IMMEDIATELY AND WILL CONTINUE UNTIL THE POSITION IS FILLED.

Applicants should include a cover letter outlining the applicant's perspective on critical issues of lesbian, gay, and bisexual life, as well as a statement of successful completed programs. Three to five years of experience working in higher education or a related field is expected. Master's degree or Ph.D. preferred.

EMORY UNIVERSITY IS AN ADEQUATE EMPLOYER.

**Music Tenure-track position as Director of Choral Activities**, effective September 1, 1992. The position involves teaching and directing the university's choral program, including the University Chorus, the University Chamber Choir, and the University Madrigal Society. The director will be responsible for the selection, training, and performance of the university's choral ensembles. The position is a tenure-track position with a five-year probationary period. The director will be expected to develop and maintain high standards of musical excellence and to provide a positive and supportive environment for the university's choral program. The position is a full-time position with a salary commensurate with experience and qualifications. The director will be expected to provide leadership and guidance to the university's choral program and to be a visible representative of the university's commitment to the arts and to the development of the university's choral program. The position is a tenure-track position with a five-year probationary period. The director will be expected to develop and maintain high standards of musical excellence and to provide a positive and supportive environment for the university's choral program. The position is a full-time position with a salary commensurate with experience and qualifications. The director will be expected to provide leadership and guidance to the university's choral program and to be a visible representative of the university's commitment to the arts and to the development of the university's choral program.

**Music Tenure-track position for pianist at small state university**, effective September 1, 1992. The position involves teaching and performing at the university level. The pianist will be responsible for teaching piano to students and for performing in the university's piano program. The position is a tenure-track position with a five-year probationary period. The pianist will be expected to develop and maintain high standards of musical excellence and to provide a positive and supportive environment for the university's piano program. The position is a full-time position with a salary commensurate with experience and qualifications. The pianist will be expected to provide leadership and guidance to the university's piano program and to be a visible representative of the university's commitment to the arts and to the development of the university's piano program.

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## DIRECTOR OF FISCAL AFFAIRS Andover Newton Theological School

The Director of Fiscal Affairs is the school's Business Manager and Senior Financial Officer. She/he prepares and administers the annual budget; makes financial projections; oversees the school's various financial activities; supervises the maintenance and development of Buildings and Grounds; oversees Personnel policies and practices; and coordinates all real estate, legal, and major business matters in conjunction with established policies of the Board of Trustees.

The Director of Fiscal Affairs reports directly to the President. All Business Office personnel, the Superintendent of Buildings and Grounds, the Food Service Manager, and certain equipment and services personnel report to the Director of Fiscal Affairs.

**Qualifications and Qualities:** B.S. in Business Administration or Accounting required, MBA preferred. A minimum of 5-7 years of significant financial experience directly related to budgeting, financial planning, and investments is expected.

Please submit salary requirements with a resume and cover letter to:

Dr. David T. Shannon, President  
Andover Newton Theological School  
210 Haverhill Road  
Newton Center, MA 02459  
Affirmative Action, Equal Opportunity Employer

## ASSISTANT DIRECTOR/ DIRECTOR OF THE UNIVERSITY CHOIR

Tuskegee University is a co-educational, privately controlled, yet state-related, professional, scientific, and technical university located in Tuskegee, Alabama. As one of the oldest of the nation's historically black institutions of higher learning, Tuskegee University has taken great pride in its renowned University Choir and distinguished African-American composers.

The Director of the University Choir will plan an annual program of choral music and instruction for a 100-voice choir which will sing for major convocations, weekly chapel services and invited performance engagements.

The director will hold a master's degree in music education, with an emphasis in voice or choral directing, music theory and technique, or demonstrate equivalent or higher professional achievement. Keyboard ability is strongly preferred.

Substantial knowledge of classical music and African-American traditional and contemporary choral music is required. The Director of the University Choir will manage a budget and cooperate closely with the Dean of the Chapel.

Candidates should be prepared to serve six to nine months as assistant choir director before assuming the position of Director of the University Choir. Evaluation of candidates will begin immediately and will continue until the position is filled. Send letter of application and c.v. to: Dr. Jean Fitts, Assistant Provost, 207 Kresge Center, Tuskegee University, Tuskegee, AL 36088.

## ASSISTANT DIRECTOR OF CAREER CENTER AUGUSTANA COLLEGE

**RESPONSIBILITIES:** Provide internship advice and career search assistance to students in liberal arts areas including: natural sciences, mathematics and computer science, fine and performing arts, as well as social sciences, foreign languages, provide graduate school advice; conduct employer recruitment activities; coordinate international internship and job placement; and develop alumni career information network.

**QUALIFICATIONS:** A Master's Degree with experience in career development is preferred. Bachelor's degree is required. Candidate must have strong organizational, planning, communication, and advancement skills as well as a desire to become part of a team effort in providing comprehensive career services to Augustana College students. A background with personal computers and automated systems is desirable.

Starting date for the position is August 22, 1992, or sooner. Please send letter of application and resume to:

Ruth Bloom  
Director, Career Center  
Augustana College  
659-38th Street  
Rock Island, IL 61201

**Music Instructor of Music and Assistant Band Director**, full-time. This position involves teaching low brass, woodwinds, and percussion in the university's music program. The instructor will be responsible for teaching music to students and for performing in the university's music program. The position is a full-time position with a salary commensurate with experience and qualifications. The instructor will be expected to provide leadership and guidance to the university's music program and to be a visible representative of the university's commitment to the arts and to the development of the university's music program.

**Music Instructor of Music and Assistant Band Director**, full-time. This position involves teaching low brass, woodwinds, and percussion in the university's music program. The instructor will be responsible for teaching music to students and for performing in the university's music program. The position is a full-time position with a salary commensurate with experience and qualifications. The instructor will be expected to provide leadership and guidance to the university's music program and to be a visible representative of the university's commitment to the arts and to the development of the university's music program.

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## Director Student Activities (reopened)

Bridgewater State College is seeking an experienced educational leader with an understanding of student development theory, a commitment to co-curricular learning, experience in advising student organizations and programming expertise. The Director is responsible for planning and implementing the student activity program for the College, providing leadership programs, group advising and program planning support. The Director will also assist major student groups and develop and implement appropriate services for commuter students.

The successful candidate will have a Master's degree in Student Personnel, Higher Education or a related field, and 5+ years of programming experience in a college setting. Preference will be given to candidates who are professionally active in state or national organizations.

Bridgewater State College is located approximately 30 miles south of Boston within an easy drive of Cape Cod. The College enrolls 8100 full- and part-time students with 5700 undergraduates and 1900 resident students.

Send letter of intent, resume and name, address and telephone numbers of five professional references to: Mr. John Harper, Chairperson of the Student Activities Search Committee, Office of Human Resources, Boyden Hall, Bridgewater State College, Bridgewater, MA 02325. An Equal Opportunity/Affirmative Action Employer.



## UNIVERSITY OF VIRGINIA DIVISION OF CONTINUING EDUCATION

### Senior Program Development Director

The position of senior program development director is now available. The senior programmer will work closely with the associate deans to create the strategy for responding to opportunities and solving programming problems. The senior programmer will be given responsibility for refining and executing the programming plan. The senior programmer must be very versatile, exceptionally productive, and remarkably imaginative. Must be comfortable in the academic community and highly effective in the external market place. Will be developing credit and non-credit courses, seminars, conferences, and special programs for regional, national, and international audiences. Must create and manage program budgets. High 30's to mid 40's. This is a general faculty position at the University.

**Qualifications:** Master's degree required (Ph.D. preferred), but demonstrated success at creating and managing academically sound programs is what is most important. A strong liberal arts background is a plus. Demonstrated ability to successfully develop and market a wide variety of academic quality programs. Demonstrated ability to create profitable programs and to create and manage program unit budgets. To receive a more detailed position description call Sue Morris at (804) 942-5219.

Send letter of application, resume, and four references to: Search, Development Specialist, LVA, P. O. Box 3657, Charlottesville, VA 22903. Deadline: August 25, 1992.

The University of Virginia is an Equal Opportunity, Affirmative Action Institution. Women and minorities are strongly encouraged to apply.

**Music Tenure-track position as Director of Choral Activities**, effective September 1, 1992. The position involves teaching and directing the university's choral program, including the University Chorus, the University Chamber Choir, and the University Madrigal Society. The director will be responsible for the selection, training, and performance of the university's choral ensembles. The position is a tenure-track position with a five-year probationary period. The director will be expected to develop and maintain high standards of musical excellence and to provide a positive and supportive environment for the university's choral program. The position is a full-time position with a salary commensurate with experience and qualifications. The director will be expected to provide leadership and guidance to the university's choral program and to be a visible representative of the university's commitment to the arts and to the development of the university's choral program.

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## DESIGN & CONSTRUCTION MANAGER

The University of California—Davis Medical Center serves as the principal clinical research and teaching hospital for the UC Davis School of Medicine. The University of California—Davis is a major research institution implementing a \$600 million facilities development program to renovate and expand clinical, inpatient, and research facilities during the next ten years. Our expansion will include state-of-the-art ambulatory care services, new research laboratories, a new Shirahs Children's Hospital, and several new "Centers of Excellence".

The UC Davis Medical Center is seeking applications for an experienced Manager to direct our design and construction program. We seek a results-oriented manager of architectural and construction programs. Applicants must have proven architectural design, project management, and organizational management skills. Responsibilities include developing architectural standards and design philosophy, managing all phases of project and construction management, and managing all phases of project and construction management.

The Design and Construction Manager must have experience in: architectural design and construction of large health care facilities; developing a design or construction staff of more than 25 persons; computer applications for architectural design or project management; projects with quality control, "on-time" and "in-budget" performance; and an architectural license is required.

Added consideration will be given to candidates who have experience in advanced architectural design, "Design Build," "Construction Management," or other non-traditional contracting methods; construction administration; construction claims management; knowledge of advanced computer applications to design or project management; or development of large health care facilities.

The annual salary range for the Design & Construction Manager is \$69,000-\$100,000. UC Davis offers an excellent benefits package. The recruitment effort will be open until filled, with interviews to begin after September 1, 1992. Please refer to JOB #1131-92 when applying. Candidates should be highly motivated individuals who can develop the unique resources of the University Medical Center. If you are a dynamic individual able to provide vision and leadership needed for our next stage of growth, you would like to receive an application packet, please call (916) 734-2805 or write to Dona Awolos, Employment Officer, Outreach and Recruitment Unit, UC Davis Medical Center, 2225 Stockton Boulevard, Room 1016, Sacramento, California 95817; fax (916) 734-3080.

The University of California is an Affirmative Action,  
Equal Opportunity Employer.

## DIRECTOR OF ANNUAL FUNDS

Pace University has a unique opportunity for an experienced professional seeking an administrative position that will impact policy while developing innovative approaches to fund-raising.

Responsibilities include the planning and implementation of the annual fund-raising strategy for 65,000 alumni, parents and friends, devise strategies for a direct mail and telemarketing campaign which includes personal solicitations, provides support and direction for volunteer alumni committee, and oversees fund-raising promotions and activities.

Qualifications include a Bachelor's degree, 3 years fund-raising experience and ability to communicate effectively with all levels of alumni and administration.

The Director reports to Executive Director of Alumni Relations. Some travel is required. Salary commensurate with qualifications. Pace University offers an excellent benefits package including FREE tuition for self, spouse and dependent children.

Interested candidates should submit a letter of interest and resume to: Evelyn Santana, Assistant Director Employment, Personnel Services, Pace University, One Pace Plaza, New York, N.Y. 10038.



Equal Opportunity/Affirmative Action Employer

**Member of the graduate faculty in Mathematics**, full-time. This position involves teaching and performing at the university level. The member will be responsible for teaching mathematics to students and for performing in the university's mathematics program. The position is a full-time position with a salary commensurate with experience and qualifications. The member will be expected to provide leadership and guidance to the university's mathematics program and to be a visible representative of the university's commitment to the arts and to the development of the university's mathematics program.

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## LAMAR-ORANGE

### Coordinator of Student Advisement and Counseling

Applications are invited for the position of Coordinator of Student Advisement and Counseling at Lamar-Orange. Lamar-Orange is a lower division, separately-accredited, community college component of the Lamar University System. The Coordinator reports to the Dean of Student Services and is responsible for providing leadership and direction in the development and coordination of a comprehensive advising and counseling program.

The Coordinator is responsible for the supervision of the academic advisement process, including an academic skills program, will assume some advising and counseling duties; is responsible for coordinating new student orientation, recruitment, and student retention initiatives, and works in a concerted effort with various campus offices in the development of consistent policies and procedures as related to student services.

Master's degree in student development, counseling, or closely related student service field required; doctoral preferred. Minimum of three years' full-time experience in a comprehensive community college student services environment is desired. Possess knowledge of advising supporting student success/retention, admissions/registration, counseling/academic advising, student activities, job placement, and financial aid.

Submit resume, transcripts, and three letters of recommendation by August 15, 1992 to:

Office of Human Resources  
Lamar-Orange  
410 Front Street  
Orange, TX 77630

Equal Opportunity, Affirmative Action Employer

## The Catholic University of America DIRECTOR OF FINANCIAL AID

The Director of Financial Aid is responsible for administering the University's financial aid program, both graduate and undergraduate (including student work-study program) in accordance with federal, District of Columbia and University regulations; planning and coordinating financial aid delivery systems; directing a supporting staff of five; overseeing the counseling of parents and students about financial aid programs; monitoring and preparing reports for federal programs; maintaining and when necessary improving computerized financial aid systems. The Director of Financial Aid reports directly to the Dean of Admissions and Financial Aid who in turn reports to the Academic Vice President. Master's degree preferred, Bachelor's degree in an appropriate field required along with considerable computer experience. A minimum of five years' experience in financial aid required, including at least three years in an administrative position as Director or Assistant Director, together with an appreciation of the mission of a private, church-related university. Applicants are requested to send a letter of application, resume and the names of at least three references to: John F. Wippel, Academic Vice President, The Catholic University of America, Washington, DC 20064. Review of applications will begin August 17, 1992.

The Catholic University of America is  
an Affirmative Action, Equal Opportunity Employer.

## BAYLOR UNIVERSITY

### MULTICULTURAL ACTIVITIES ADVISER

(Search Reopened)

Provide special support services and activities to minority students designed to increase retention, awareness and participation in the University. Plan, implement and assess student development programs and activities. Facilitate programs and activities that promote the understanding of various cultures and heritages in conjunction with established and developing student groups. Baylor is operated within the Christian-oriented aims and ideals of Baptists, therefore, members of the staff are expected to be in sympathy with the University's primary purpose: to educate its students within the framework of a Christian and Christian culture.

Master's degree preferred, Bachelor's degree required. Experience in counseling/guidance, college student affairs or higher education required.

Send resume, and three letters of reference by August 24, 1992 to: PERSONNEL SERVICES, BAYLOR UNIVERSITY, P. O. BOX 97033, WACO, TEXAS 76798-7033.

Baylor is a Baptist university affiliated with the Baptist General Convention of Texas. As an Equal Opportunity, Affirmative Action Employer, Baylor encourages minorities, women and persons with disabilities to apply.

Review of applications begins July 20, and continues until position is filled.

See the Chronicle of Higher Education for more information on this and other positions.

**Nursing Assistant/Associate Professor**, full-time. This position involves teaching and performing at the university level. The nursing assistant/associate professor will be responsible for teaching nursing to students and for performing in the university's nursing program. The position is a full-time position with a salary commensurate with experience and qualifications. The nursing assistant/associate professor will be expected to provide leadership and guidance to the university's nursing program and to be a visible representative of the university's commitment to the arts and to the development of the university's nursing program.

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## The Future Of North Carolina Is Here.

Preparing for the future is what we're all about. Tomorrow's leaders are today's University of North Carolina students. We're very proud of our history of strengthening our state and nation by generating the sharp, productive minds that are so vital to the future. And you can play an important part. If you'd like to play a vital role, join us at UNC.

### Residence Halls Facilities Maintenance Manager

This position reports to the Physical Plant Department Associate Director for Buildings and Grounds. Responsibilities include planning for and execution of maintenance, repair and alterations for 29 residence halls with over 1,250,000 square feet of space for 7,000 students and 48 apartment buildings for 306 student families; supervision of a maintenance staff of some 50 employees; developing and overseeing a \$3.2 million budget; and coordinating with Housing Staff and Physical Plant personnel. Minimum requirements for this position are a Bachelor's degree in business administration and four years' facilities management experience. Preferred requirements are an Engineering degree and 10 years of progressively more responsible facilities maintenance management experience in a large institutional or university setting. Excellent oral and written communications skills are required. Salary range \$33,434-\$51,892.

We offer a salary commensurate with your experience and education, and a comprehensive benefits package. Resumes only accepted with completed applications. For an application, telephone (919) 990-3200 (Toll Free Research Triangle Area) or (919) 962-2991 or apply to: Employment Department, Office of Human Resources, The University of North Carolina at Chapel Hill, CB 1045, 725 Airport Road, Chapel Hill, NC 27599-1045. An Equal Opportunity/Affirmative Action Employer.



## THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

A Precious Resource For Nearly Two Centuries.

### Assistant Director of Physical Plant

Affiliated University, a private comprehensive institution with 2,000 residential students, invites applications for the position of Assistant Director of Physical Plant.

The campus physical plant includes 232 acres and 50 buildings and is maintained by a workforce of approximately 50 employees. In central plant, buildings and grounds, custodial services, maintenance, motor pool and locksmith shop.

Reporting to the Director of Physical Plant, the Assistant Director provides leadership and direction in the planning and managing of services and facilities maintenance of campus buildings, grounds and utilities, and HVAC. In addition, the Assistant Director is responsible for overseeing the accomplishment of a myriad of other tasks associated with physical plant operations.

The qualified candidate shall possess strong organizational and interpersonal skills, have an understanding of the various disciplines represented in Physical Plant management, and show demonstrated accomplishment in a variety of business or university management related to the job responsibilities outlined above. Bachelor's degree in Engineering or related discipline required.

Qualified applicants may send resume with introductory cover letter to: Director of Personnel, Affiliated University, 26 North Main Street, Affiliated, NY 14802.

Review of applications begins July 20, and continues until position is filled.

See the Chronicle of Higher Education for more information on this and other positions.

**Associate Professor, Nursing Division**, full-time. This position involves teaching and performing at the university level. The associate professor will be responsible for teaching nursing to students and for performing in the university's nursing program. The position is a full-time position with a salary commensurate with experience and qualifications. The associate professor will be expected to provide leadership and guidance to the university's nursing program and to be a visible representative of the university's commitment to the arts and to the development of the university's nursing program.

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## Assistant Director for Operations Illini Union

### UNIVERSITY OF ILLINOIS AT CHAMPAIGN-URBANA

Applications are now being accepted for the position of Assistant Director of Operations for the Illini Union at the University of Illinois.

The Assistant Director for Operations reports to the Associate Director and is responsible for directing the operations of the Reservations Office, the Information Desk, evening and weekend building supervision, conference/event planning and production, guest parking, and the Illini Union Administrative Information Program. As a department manager, the Assistant Director for Operations will make recommendations for the purchase of equipment and supplies; supervise personnel; develop reports and maintain records; and be responsible for fiscal planning and management of various departments. Weekend and evening hours are required in this position.

**Minimum Qualifications:** Bachelor's degree and five years of management and supervisory experience required. Master's degree preferred in Higher Education, College Student Personnel, Public Administration or related field. Experience in a college/university union or center of student activities is preferred. Position requires experience and/or knowledge of facility management, space utilization, computer and information systems, entertainment contracting, program planning and management, audio-visual equipment and sound systems, and building management. Excellent interpersonal and public relations skills are essential.

Position is full time, 12 months with starting date of October 15, 1992. Salary commensurate with experience.

In order to ensure full consideration, a letter of application, resume and three letters of reference should be sent to:

Babette Munson-Hiles  
Search Committee Chair  
65 Illini Union  
1401 W. Green Street  
Urbana, IL 61801  
(217) 333-3660

Deadline for receipt of application materials is August 26, 1992 or until acceptable candidates are identified. Persons of diverse backgrounds are encouraged to apply.

The University of Illinois is an Affirmative Action,  
Equal Opportunity Employer.

## The Illini Union University of Illinois at Urbana-Champaign

## OHIO UNIVERSITY DIRECTOR OF DEVELOPMENT FOR MAJOR GIFTS AND COLLEGE PROGRAMS

Ohio University, approaching its third century of service to Ohio and the nation, is seeking applications from individuals of high motivation and development professionals for the position of Director of Development for Major Gifts and College Programs. The successful candidate will become a senior staff member with primary responsibility for soliciting major gifts \$100,000+ and supervising seven college fund raises as a part of the \$100 million Third Century Campaign.

Ohio University is a major research institution composed of eight college and six regional campuses in Southeastern Ohio with 26,000 students, more than 800 faculty, a private support base in excess of \$11 million annually, \$10 million in planned gifts, \$31 million per year in sponsored research and more than \$65 million in endowment.

The Director of Major Gifts and College Programs provides counsel to the Vice President and Associate Vice President for Development and is responsible for identification, cultivation and solicitation of \$100,000+ gifts from alumni and friends. The Director also supervises seven Assistant Directors for Development who are representative of most of the University's colleges. The Director will manage and stewardship process for the Assistant Directors.

Requirements for the new position include five years' experience in fund raising, a minimum of a bachelor's degree and direct experience in major gift solicitation (\$50,000+), in a higher education environment. Preference will be given to candidates who have capital campaign experience and/or experience in a constituent-based fund-raising program.

The effective date for the appointment is September 1, 1992. Compensation will be in the range of \$45,000-\$50,000 per year, or commensurate with experience. Applications and nominations will be reviewed immediately, but must be received by August 9, 1992. Send applications and nominations to:

Margaret Sheesley  
Director of Development  
Major Gifts and College Programs Search  
Ohio University  
P.O. Drawer 869  
Athens, Ohio 45701

**Nebraska Northeast Missouri State University, Division of Nursing.** Faculty positions available in Community Health Nursing, Adult Health Nursing, and Pediatric Nursing. The University is a nationally recognized leader in nursing education. Master's degree in Nursing with a specialty degree preferred. Excellent salary and benefits. Send resume and references to: Dr. Mary Ann Smith, Director of Nursing, 1000 University Drive, St. Joseph, MO 64506. Equal Opportunity Employer.

**Nebraska Northeast Missouri State University, Division of Nursing.** Faculty positions available in Community Health Nursing, Adult Health Nursing, and Pediatric Nursing. The University is a nationally recognized leader in nursing education. Master's degree in Nursing with a specialty degree preferred. Excellent salary and benefits. Send resume and references to: Dr. Mary Ann Smith, Director of Nursing, 1000 University Drive, St. Joseph, MO 64506. Equal Opportunity Employer.

## MICHIGAN STATE UNIVERSITY Telemarketing Coordinator

Michigan State University, a pioneer land-grant institution founded in 1855, is one of the nation's 10 largest universities. More than 42,000 students in over 100 programs are taught by 4,000 faculty in 14 degree-granting colleges. More than 1,000 of its 5,000 acres are developed as one of the nation's most beautiful campuses. The Big Ten AAU University is located in the state capital, Lansing, in south central lower Michigan, 85 miles from Detroit.

The Coordinator of Telemarketing will plan, coordinate and implement multiple telemarketing programs on behalf of MSU, directed primarily to alumni, raising both restricted and unrestricted funds for the University; responsibilities include management of an automated telemarketing environment; identification of prospective donors; design of marketing materials; organization of telemarketing staff and solicitation of gifts from various alumni audiences; as part of the planning and supervision of this comprehensive, state-of-the-art telemarketing program, this position will schedule calling for the entire calendar year; recruit, interview, hire, and train students and professional staff; oversee operations within a highly technical environment consisting of an automated telemarketing system and a predictive dialer; design and implement complex scripting and reporting procedures; manage program productivity by observing deficiencies and designing solutions.

A Bachelor's degree in marketing, public relations, business, communications or equivalent; two years of relevant and progressively more responsible or extensive work experience in professional fund raising is required. Experience with UNIX operating system or an automated telemarketing system is desired.

For application, please call (517) 346-1662 and refer to #SZ0029; deadline is August 15, 1992.

Employment Office  
Office of Human Resources  
1407 S. Harrison Road  
Michigan State University  
East Lansing, MI 48824

MSU is an Affirmative Action, Equal Opportunity Institution.

## KALAMAZOO VALLEY COMMUNITY COLLEGE

8787 West O Avenue  
Kalamazoo, MI 49009

**Dean of Instruction—General Studies.** Provides leadership in curriculum and professional development for the following programs and departments: Achievement Plus, Honors, Communication Arts, Humanities, Information Program, Mathematics and Social Science. This position is accountable to the Vice President for Academic Services and responsible for the development and implementation of the college's budget and fiscal responsibility. A Master's degree is required; excellent communication skills are required; demonstrated ability to work well with faculty and staff; administrative experience required and community college teaching experience desired. Submit resume, two letters of professional reference and official college transcripts no later than Monday, August 31, 1992 to the Personnel Services Office, KVCC is an Equal Opportunity, Affirmative Action Employer.

## Associate Director of Admissions

The School of The Art Institute is seeking an Associate Director of Admissions to assume responsibility for development, implementation and administration of its school relations and transfer admissions programs including supervision and participation in recruitment and articulation of transfer credit.

Successful candidate will have 4 to 5 years' admissions experience in a professional capacity with recruitment and/or marketing. BA necessary, MA in Fine Arts or related field preferred. Teaching at the college level desirable. Send salary history, letter and resume to Louise Ivers, Assistant Director of Personnel, The Art Institute of Chicago, M/C 2, Michigan Ave. at Adams St., Chicago, IL 60603. (EOE).

The effective date for the appointment is September 1, 1992. Compensation will be in the range of \$45,000-\$50,000 per year, or commensurate with experience. Applications and nominations will be reviewed immediately, but must be received by August 9, 1992. Send applications and nominations to:

Margaret Sheesley  
Director of Development  
Major Gifts and College Programs Search  
Ohio University  
P.O. Drawer 869  
Athens, Ohio 45701

**1993-94 Academic Year to teach baccalaureate and master's programs.** Qualified applicants must hold a Master's degree in appropriate specialty area; demonstrate professional and research experience in the field; and possess teaching experience. Please send cover letter, resume and references to: Dr. Mary Ann Smith, Director of Nursing, 1000 University Drive, St. Joseph, MO 64506. Equal Opportunity Employer.

**Personnel Director of Benefits.** The University of Alaska System is seeking a Director of Benefits. This position is responsible for the design, administration and evaluation of the system's benefit programs for 1,500 faculty and staff members throughout the state. Candidates must have demonstrated

experience in the design, administration and evaluation of benefit programs for 1,500 faculty and staff members throughout the state. Candidates must have demonstrated

## DEAN OF THE COLLEGE OF LAW WEST VIRGINIA UNIVERSITY

West Virginia University seeks nominations and applications for the position of Dean of the College of Law. West Virginia University, founded in 1867 as a land grant institution, enrolls 22,460 students. The College of Law is located on the campus of the University in Morgantown, West Virginia. Morgantown is a diverse and scenic community of approximately 45,000, with ample recreational activities and easy access to the state capital, Charleston, D.C. The College of Law is the only law school in the state. It has a student body of approximately 425, and its full-time faculty number twenty-five.

The Dean is the chief academic and administrative officer of the College of Law and reports to the Provost of the University. He or she has overall responsibility for the administration of the College of Law, and for encouraging and facilitating excellence in faculty scholarship, teaching, and public and professional service. The Dean is also responsible for maintaining a strong, working and professional relationship with the state bench and bar; for continuing to promote the goals of affirmative action in the recruitment and retention of faculty and students; and for furthering educational innovation and institutional development. The Dean likewise represents the College of Law within the University, the community of law schools, the larger community of higher education, and before the general public.

Candidates considered for the position must possess a J.D. from an accredited institution or its equivalent and possess a record of significant academic and scholarly achievement. Candidates must demonstrate, through their experience and accomplishments, administrative and leadership ability and the capacity to promote institutional excellence. Prior law school teaching and administrative experience is highly desirable.

West Virginia University is strongly committed to diversity and welcomes nominations and applications from women, minorities, and persons with disabilities. Salary for the position will be commensurate with the experience and qualifications of the person selected. Candidates must qualify as a tenured member of the faculty. Applicants should send numbers of three references, a resume, and the names, addresses and phone numbers of three references. The screening process will begin October 31, 1992, with applications accepted until the position is filled. Early submission of application materials is strongly encouraged. The starting date of this position will be July 1, 1993. Applications and nominations should be directed to:

Dr. Russell K. Dear, Chairperson  
Search Committee for Dean, College of Law  
Office of Academic Affairs and Research  
West Virginia University  
205 Stewart Hall, P.O. Box 6001  
Morgantown, WV 26506-6001

West Virginia University is an Affirmative Action, Equal Opportunity Employer.

## HEAD, PRESERVATION/CONSERVATION DEPARTMENT Brown University Library

Reports to the Associate University Librarian for Technical Services. Responsible for managing the preservation and storage programs for the six libraries at Brown University, including oversight of the Library's Conservation Laboratory and Bindery; developing short and long range preservation and storage plans and policies; supervising Bindery Manager and Conservator of Library Materials; writing grant proposals for preservation of general collections and other special preservation projects and serving as manager for funded projects; actively participating in state-wide preservation planning; conducting preservation education programs for staff, student assistants and the University community; implementing library storage recommendations; monitoring and revising the library's disaster plans and emergency control operations. Requirements: M.S. degree from an ALA accredited library school; two to four years' professional experience in an academic library; formal training in preservation techniques; knowledge of current preservation and conservation techniques; demonstrated ability to plan projects, write reports and communicate effectively with staff at all levels, as well as with colleagues in the national preservation scene. Supervisory experience is desired. Salary: \$55,000 minimum. Send letter of application, resume and three references to: Marjorie Rubin, Brown University, Human Resources Dept., Box 1878/00007, Providence, RI 02912. Review of applications will begin on Oct. 15, 1992, and will continue until the position is filled. Brown University is an Equal Opportunity/Affirmative Action Employer.

**BROWN UNIVERSITY**

successful experience in progressively responsible positions requiring technical knowledge and management of a complex, multi-faceted program and experience in the design, development and implementation of cost effective benefit programs. Seeking innovative, energetic individual with excellent interpersonal skills, writing ability and a sense of humor. University and industry background preferred. Review of applications will begin on September 1, 1992. Please send cover letter, resume and references to: Dr. Mary Ann Smith, Director of Nursing, 1000 University Drive, St. Joseph, MO 64506. Equal Opportunity Employer.

**Physical Education/Head women's softball coach.** Will also coach fitness related courses, general activity courses, strength training, assist coaching women's sport. Send resume and references to: Dr. Mary Ann Smith, Director of Nursing, 1000 University Drive, St. Joseph, MO 64506. Equal Opportunity Employer.

**Physical Education/Head men's basketball coach.** Will also coach fitness related courses, general activity courses, strength training, assist coaching men's sport. Send resume and references to: Dr. Mary Ann Smith, Director of Nursing, 1000 University Drive, St. Joseph, MO 64506. Equal Opportunity Employer.

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## Vice Dean for Graduate Studies and Research

A search is underway for a Vice Dean for Graduate Studies and Research at Hahnemann University. Hahnemann is a modern, progressive health sciences institution located in dynamic center city Philadelphia. Hahnemann is comprised of the School of Medicine, the Graduate School, the School of Health Sciences and Humanities, and Hahnemann Hospital, a 616-bed tertiary care center. Approximately 2,000 students are matriculated in the three schools of the University, and the University has over 4,000 employees.

The Graduate School has 22 Master's and 12 Ph.D. programs with 647 students. Hahnemann is making a major effort to enhance research. Extramural funding is \$17,000,000 (an 80% increase over 1990). The Vice Dean will report to the Dean of the Graduate School and Vice President for Research. The Vice Dean will be responsible for the management of all aspects of the Graduate School, including recruitment, admission, and student affairs. In addition, he/she will play an important role in research development.

The successful candidate must have an earned doctorate in a biomedical-related area and a strong record of academic achievement, including publications and the garnering of competitive research funding. He/she must qualify for appointment at the Professor level in an academic department.

Nominations or applications, including a curriculum vitae and the names of three references, are due no later than September 30, 1992, and should be sent to: Stephen B. Mox, Ph.D., Dean, Graduate School and Vice President for Research, Hahnemann University, Broad & Vine, Mail Stop 480, Philadelphia, PA 19109-1199. Hahnemann is an Equal Opportunity Employer, and encourages applications from women and minorities.

The South Dakota School of Mines and Technology is an Equal Opportunity, Affirmative Action Employer.

## DEAN OF EXTENDED LEARNING SERVICES

MONTGOMERY COLLEGE, a comprehensive community college located in the Baltimore/Washington metropolitan area, is seeking a Dean of Extended Learning Services. The College is experiencing a period of exciting institutional growth and change in which all personnel are encouraged to share responsibility for setting and achieving the highest standards of service.

The Dean will serve as a senior advisor to the Provost for Continuing Education and oversee the development and administration of all off-campus, contract and distance learning credit programs, as well as some non-credit programs. The Continuing Education unit enrolls approximately 30,000 students annually.

The successful candidate will be an experienced, risk-taking, and entrepreneurial leader. Candidates must have demonstrated knowledge of leadership theories and principles, adult and distance education principles, academic administration and organization, instructional telecommunications, and budgeting and fiscal control principles. Demonstrated skills in staff research, program evaluation, and grant writing are helpful. Demonstrated ability to develop and implement strategic plans, develop, motivate and guide work teams; communicate effectively both orally and in writing; and utilize computer applications software is preferred.

A minimum of five years' experience in managing a continuing or distance education program, preferably in a college or university setting is required. Some college-level teaching experience would also be advantageous.

A master's degree in adult/continuing education or related field is required; a doctorate is preferred. Evening and Saturday hours may be required periodically.

Starting salary range is \$55,952 to \$68,266. Excellent benefits are offered. Review of applications begins immediately. Interviews will take place between October 1 and 15, 1992. All interested persons should apply no later than August 28, 1992.

Call (301) 279-5374 for an application or pick up one at:  
MONTGOMERY COLLEGE  
Office of Human Resources  
900 Hungerford Drive, Suite 130  
Rockville, MD 20850

Montgomery College is an equal opportunity and affirmative action institution. Minorities and women are encouraged to apply.

**Public Health/Nutrition.** Public Health/Nutrition is a Division of the Department of Clinical Nutrition. The Department of Clinical Nutrition is seeking a Public Health/Nutrition position. The successful candidate will be responsible for the development and implementation of public health/nutrition programs in the community. The position is a full-time position with a salary range of \$45,000 to \$55,000 per year. Send resume and references to: Dr. Mary Ann Smith, Director of Nursing, 1000 University Drive, St. Joseph, MO 64506. Equal Opportunity Employer.

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## ASSOCIATE DEAN OF STUDENTS



### South Dakota School of Mines and Technology

The South Dakota School of Mines and Technology seeks an individual who is interested in the newly-created position of Associate Dean of Students. This full-time position will report directly to the Dean of Students and will be responsible for: student development, scholarship administration, advising, counseling, fraternities/sororities, and supervision of minority student affairs. These programs will provide for the optimum educational achievement of all students at SDSM&T and will enhance a supportive, educational environment. The individual selected for the position should have extensive experience in college student services. A PhD or EdD degree is required.

The South Dakota School of Mines and Technology, with approximately 2500 students, is a well-known technological university serving the region. The university is located in Rapid City, the gateway to the Black Hills and Mt. Rushmore.

Review of applications will commence immediately. Applications should include a personal statement of interest and qualifications along with a complete resume and the names, addresses, and telephone numbers of three references.

Please send all application materials by August 21, 1992 to:

Dr. Douglas K. Langa, Dean of Students  
South Dakota School of Mines & Technology  
501 E. St. Joseph Street  
Rapid City, SD 57701-3995

The South Dakota School of Mines and Technology is an Equal Opportunity, Affirmative Action Employer.

## DEAN Franklin College of Arts and Sciences University of Georgia

Nominations and applications are sought for the position of Dean, Franklin College of Arts and Sciences, University of Georgia, Athens, Georgia. The position will be available July 1, 1993. The University has approximately 2,000 faculty and 28,500 graduate and undergraduate students of whom about 13,500 (including 1,800 graduate students) pursue degrees in the Franklin College of Arts and Sciences. With approximately 700 full-time faculty and a budget in excess of \$50,000,000, the College has 30 departments and offers an extensive array of degrees at the baccalaureate, master's and doctoral levels.

Candidates must meet the academic qualifications for appointment to the rank of Professor in one of the College's departments. The person selected should be able to stimulate a collegial, intellectual environment; work well with faculty, staff, and students; possess demonstrated leadership and administrative skills; and promote the interests of the College with its internal, alumni, and external constituencies.

All nominations and applications received by November 1 are assured of full consideration. Nominations and applications should be sent to Dean Ronald Ellington, School of Law, University of Georgia, Athens, GA 30602. The University of Georgia is an Equal Opportunity, Affirmative Action Employer and encourages applications from women and minorities.

## Search Reopened

### Associate Dean for Ministry Office of Ministerial Studies Harvard Divinity School

Harvard Divinity School seeks an Associate Dean for Ministry to provide administrative and intellectual leadership for our program in ministerial studies. The Associate Dean serves in the Dean's senior administrative staff and is a member of the Faculty of Divinity. The successful candidate will be responsible for the development and implementation of ministerial studies programs in the Divinity School. The position is a full-time position with a salary range of \$45,000 to \$55,000 per year. Send resume and references to: Dr. Mary Ann Smith, Director of Nursing, 1000 University Drive, St. Joseph, MO 64506. Equal Opportunity Employer.

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## CHRISTOPHER NEWPORT UNIVERSITY

### Dean, College of Business and Economics

THE POSITION

Christopher Newport University invites applications for the position of Dean of the College of Business and Economics. The successful candidate will be responsible for the overall management and leadership of the college, including the development and implementation of college policies, the supervision of faculty and staff, and the promotion of the college's academic and financial goals. The position is a full-time position with a salary range of \$45,000 to \$55,000 per year. Send resume and references to: Dr. Mary Ann Smith, Director of Nursing, 1000 University Drive, St. Joseph, MO 64506. Equal Opportunity Employer.

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**Public Health/Nutrition.** Public Health/Nutrition







## VICE PRESIDENT FOR ACADEMIC AFFAIRS/PROVOST

The University of San Diego invites applications and nominations for the position of Vice President for Academic Affairs and Provost.

**THE UNIVERSITY:** The University of San Diego is an accredited, coeducational, independent Catholic university founded in 1949. USD offers a wide range of academic and professional programs to 6,000 students at the graduate and undergraduate levels in a College of Arts and Sciences and four professional schools including Business Administration, Education, Law and Nursing. USD considers teaching its highest priority, with both scholarship and service to others as integral to its mission. It welcomes students, faculty, administration and staff of all races, religions and cultural backgrounds. A five-year plan begun in 1989 reflects the consensus of the University community on five distinguishing characteristics:

- **Catholic:** Within its commitment to probe the Christian message as proclaimed by the Catholic church, the University welcomes to its community members whose lives are formed by different traditions and insights.
- **Quality:** The development of human, environmental, programmatic and financial resources will be grounded in a commitment to quality as distinguished from size or comprehensiveness, for example.
- **Values:** Academic integrity, understanding, wisdom, knowledge, prudence, justice, courage, temperance and truthfulness are values at the core of the University.
- **Cultural Diversity:** USD is committed to reflecting the cultural pluralism of local and regional populations in which all members are welcomed for who they are.
- **Uplift:** The University seeks to offer opportunities for intellectual, physical, spiritual, psychological, social, cultural and environmental development of its members.

**RESPONSIBILITIES:** The Vice President for Academic Affairs/Provost reports directly to the President of the University. Together they are responsible for developing, implementing and supporting the University's educational mission. The Vice President for Academic Affairs/Provost and the Vice President for Financial Affairs coordinate the annual budget process of the University as a whole. He or she has broad responsibilities under the President for academic policy and practice, and for hiring, promotion, tenure, and other relevant aspects of personnel matters. In the President's absence, the Vice President/Provost normally replaces the President.

**QUALIFICATIONS:** Applicants must have an earned doctorate in an academic field with a distinguished record of teaching, scholarship and publication as well as extensive academic administrative experience commensurate with an appointment as a senior academic officer. The successful candidate will provide evidence of strong organizational, leadership and communication skills and must demonstrate understanding of and sensitivity for a shared governance structure. He or she must be an informed, committed Roman Catholic.

STARTING DATE: July 1, 1993.

**SALARY:** Salary is competitive and determined on the basis of qualifications and experience.

**APPLICATION:** Application letter with vita and two letters of reference (names and phone numbers of four others) will be received until September 8, 1992, with interviewing to begin in late October, 1992. Please include a letter, not to exceed two pages, expressing your reasons for interest in this position. Letters of nomination will be received until August 15, 1992. Applications or nominations should be submitted to: Darlene A. Picena, Ph.D., Chair, Provost Search Committee, Provost's Office, University of San Diego, Alcala Park, San Diego, CA 92160; phone 619-594-6553, fax 619-594-3210.

Equal Opportunity, Affirmative Action Employer



## Assistant Vice President Research Division

Opportunity with American College Testing (ACT) for research professional with administrative experience. Position held will have administrative responsibility for planning and directing staff and activities in two departments responsible for measurement and statistical research. Position requires doctorate in educational measurement, statistics, testing, or related field and 10 years' postdoctoral experience, including supervisory/administrative responsibilities.

Compensation includes exceptional benefit program. Position located in modern headquarters complex in midwestern university community.

To apply, send letter of application and resume to Human Resources Dept., ACT National Office, 2201 N. Dodge St., P.O. Box 168, Iowa City, IA 52243.

ACT is an Equal Opportunity, Affirmative Action Employer.

of advanced optical diagnostic instrumentation, producing laboratory experiments, and making field measurements with the instrumentation at various locations and facilities throughout the United States and the world. Extensive travel will be required. Minimum Ph.D. degree in Mechanical Engineering or Chemical Engineering is required. Applicants must have excellent communication skills and be able to work under unusual conditions as well as in a laboratory setting. Salary will be commensurate with qualifications and experience. Applications should be sent to: ACT National Office, 2201 N. Dodge St., P.O. Box 168, Iowa City, IA 52243. Send applications and resumes to: ACT National Office, 2201 N. Dodge St., P.O. Box 168, Iowa City, IA 52243. Send applications and resumes to: ACT National Office, 2201 N. Dodge St., P.O. Box 168, Iowa City, IA 52243.

**Research/Mechanical Engineering:** Research Associate, Research Assistant, or Graduate Student position in the field of mechanical engineering. The position involves the design, development, and testing of mechanical systems. The successful candidate will be responsible for the design and development of mechanical systems, and for the testing and evaluation of these systems. The position is located in a research laboratory and requires a Ph.D. degree in mechanical engineering. Applications should be sent to: ACT National Office, 2201 N. Dodge St., P.O. Box 168, Iowa City, IA 52243.

## Coordinator for International Student Admissions

Georgia Southern University, a unit of the University System of Georgia, invites applications for a Coordinator for International Student Admissions. Responsibilities include the evaluation of international educational credentials for admission decisions, analysis of routine and complex issues in international education, change, formulation, and implementation of policies and procedures affecting admission of international students, and for processing "English as a Second Language" applications. Employee also coordinates and monitors a computer based record system, and interprets federal immigration regulations as related to the acceptance of international students. Bachelor's degree required. Two or more years' experience in international admission, and knowledge of federal immigration laws is desirable. Excellent communication and human relations skills a must. Date available: September 1, 1992. Minimum annual salary: \$21,090. Application deadline: August 19, 1992. Submit cover letter and resume to: Personnel Services, c/o Coordinator for International Student Admissions, Georgia Southern University, Lanham, Box 8104, Statesboro, GA 30460-8104. Georgia is an open records state. AA/EEO.

**RESPONSIBILITIES:** The Vice President for Academic Affairs/Provost reports directly to the President of the University. Together they are responsible for developing, implementing and supporting the University's educational mission. The Vice President for Academic Affairs/Provost and the Vice President for Financial Affairs coordinate the annual budget process of the University as a whole. He or she has broad responsibilities under the President for academic policy and practice, and for hiring, promotion, tenure, and other relevant aspects of personnel matters. In the President's absence, the Vice President/Provost normally replaces the President.

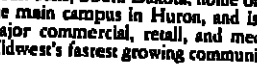
**QUALIFICATIONS:** Applicants must have an earned doctorate in an academic field with a distinguished record of teaching, scholarship and publication as well as extensive academic administrative experience commensurate with an appointment as a senior academic officer. The successful candidate will provide evidence of strong organizational, leadership and communication skills and must demonstrate understanding of and sensitivity for a shared governance structure. He or she must be an informed, committed Roman Catholic.

**SALARY:** Salary is competitive and determined on the basis of qualifications and experience.

STARTING DATE: July 1, 1993.

**APPLICATION:** Application letter with vita and two letters of reference (names and phone numbers of four others) will be received until September 8, 1992, with interviewing to begin in late October, 1992. Please include a letter, not to exceed two pages, expressing your reasons for interest in this position. Letters of nomination will be received until August 15, 1992. Applications or nominations should be submitted to: Darlene A. Picena, Ph.D., Chair, Provost Search Committee, Provost's Office, University of San Diego, Alcala Park, San Diego, CA 92160; phone 619-594-6553, fax 619-594-3210.

Equal Opportunity, Affirmative Action Employer



## Assistant Vice President Research Division

Opportunity with American College Testing (ACT) for research professional with administrative experience. Position held will have administrative responsibility for planning and directing staff and activities in two departments responsible for measurement and statistical research. Position requires doctorate in educational measurement, statistics, testing, or related field and 10 years' postdoctoral experience, including supervisory/administrative responsibilities.

Compensation includes exceptional benefit program. Position located in modern headquarters complex in midwestern university community.

To apply, send letter of application and resume to Human Resources Dept., ACT National Office, 2201 N. Dodge St., P.O. Box 168, Iowa City, IA 52243.

ACT is an Equal Opportunity, Affirmative Action Employer.

of advanced optical diagnostic instrumentation, producing laboratory experiments, and making field measurements with the instrumentation at various locations and facilities throughout the United States and the world. Extensive travel will be required. Minimum Ph.D. degree in Mechanical Engineering or Chemical Engineering is required. Applicants must have excellent communication skills and be able to work under unusual conditions as well as in a laboratory setting. Salary will be commensurate with qualifications and experience. Applications should be sent to: ACT National Office, 2201 N. Dodge St., P.O. Box 168, Iowa City, IA 52243. Send applications and resumes to: ACT National Office, 2201 N. Dodge St., P.O. Box 168, Iowa City, IA 52243.

**Research/Mechanical Engineering:** Research Associate, Research Assistant, or Graduate Student position in the field of mechanical engineering. The position involves the design, development, and testing of mechanical systems. The successful candidate will be responsible for the design and development of mechanical systems, and for the testing and evaluation of these systems. The position is located in a research laboratory and requires a Ph.D. degree in mechanical engineering. Applications should be sent to: ACT National Office, 2201 N. Dodge St., P.O. Box 168, Iowa City, IA 52243.

## QUINNIPIAC COLLEGE

### Assistant/Associate Provost

Quinnipiac College is located on an idyllic 170-acre campus in Hamden, Connecticut, a suburb of New Haven and convenient to Hartford, New York City and Boston. The College mission is to provide excellent education in an environment emphasizing sensitivity to students and a strong spirit of community. Current enrollment is comprised of 2,500 full-time undergraduates in the Schools of Allied Health and Natural Sciences, Business and Liberal Arts; and 1,000 students in our continuing education and graduate programs. Additionally, the Bridgeport School of Law at Quinnipiac enrolls approximately 650 students.

**Responsibilities:** Administering college-wide undergraduate curriculum; facilitating academic program planning and development of assessment measures; implementing instructional development initiatives; teaching one course per semester; and other duties as assigned.

**Qualifications:** Earned doctorate; significant academic experience (including teaching, scholarly activity and academic leadership) with a credible record of accomplishments; commitment to promoting diversity; and an interest in grant-writing.

**Applications should include:** a curriculum vitae, letter of interest, and names and phone numbers of several references. The College hopes to fill this position by January, 1993. Nominations and applications should be sent to: Office of the Provost, Quinnipiac College, Mt. Carmel Avenue, Hamden, CT 06518.

Quinnipiac College is an Equal Opportunity/Affirmative Action Employer.

## VICE CHANCELLOR FOR ADMINISTRATIVE SERVICES



### University of Missouri-St. Louis

Applications are being accepted for the position of Vice Chancellor for Administrative Services at the University of Missouri-St. Louis. The vice chancellor is one of five who report directly to the Chancellor.

**Administrative services include:** physical plant, facilities management, planning and construction, property acquisitions, environmental health and safety, police/transportation, human resources, and certain auxiliary and general services. The vice chancellor also plays a leadership role in the physical development of the campus.

The successful candidate should have earned a master's degree in an appropriate discipline and possess at least ten years of relevant technical and administrative experience. A proven track record of administrative experience in both public and private sectors is desirable. Applicants should have demonstrated analytical skills, the ability to work effectively with a variety of internal and external constituencies, and the ability to understand and participate in the budget process. The successful candidate must be able to work cooperatively with the Chancellor, a culturally diverse campus community, and University of Missouri system personnel.

The University of Missouri-St. Louis is a dynamic urban campus located in 1963. As one of the four campuses constituting the University of Missouri, it shares the University of Missouri's land-grant mission and status as the only public comprehensive research university in Missouri. The University of Missouri-St. Louis offers approximately 70 degree programs, including the doctorate and professional degree level and serves more than 15,000 students. The campus consists of some forty buildings and over 2 million gross square feet of facilities on two hundred acres.

Candidates must submit a letter of application, a curriculum vitae, and names, telephone numbers, and addresses of at least three references. Resumes, applications, as outlined above, must be received by August 7, 1992, and should be addressed to:

Chancellor's Office/401 Woods Hall  
Vice Chancellor for Administrative Services  
Search Committee  
University of Missouri-St. Louis  
8001 Natural Bridge Road  
St. Louis, MO 63121-4499

An Equal Opportunity Employer

**Research/Mechanical Engineering:** Research Associate, Research Assistant, or Graduate Student position in the field of mechanical engineering. The position involves the design, development, and testing of mechanical systems. The successful candidate will be responsible for the design and development of mechanical systems, and for the testing and evaluation of these systems. The position is located in a research laboratory and requires a Ph.D. degree in mechanical engineering. Applications should be sent to: ACT National Office, 2201 N. Dodge St., P.O. Box 168, Iowa City, IA 52243.

**Research/Mechanical Engineering:** Research Associate, Research Assistant, or Graduate Student position in the field of mechanical engineering. The position involves the design, development, and testing of mechanical systems. The successful candidate will be responsible for the design and development of mechanical systems, and for the testing and evaluation of these systems. The position is located in a research laboratory and requires a Ph.D. degree in mechanical engineering. Applications should be sent to: ACT National Office, 2201 N. Dodge St., P.O. Box 168, Iowa City, IA 52243.

## SEATTLE UNIVERSITY

### Vice President for Student Development

Seattle University, a Jesuit Catholic institution located in Seattle, Washington, with an enrollment of 4,900 undergraduate and graduate students, seeks applications for the position of Vice President for Student Development. The Vice President reports to the President of the university, is a member of the President's Cabinet, and is the Chief Student Affairs Officer responsible for providing leadership to the Division of Student Development which includes Campus Ministry, University Sports, Residential Life, Center for Leadership and Service, Counseling Center, Career Development Center, Learning Center, Minority Student Affairs, International Student Center, and all other student life outside the classroom. The Vice President is entrusted with the responsibility of developing and nurturing all stages of students' growth in the context and spirit of Jesuit Catholic values and philosophy.

- Qualifications:**
- A graduate degree in Student Personnel, Higher Education Administration, or appropriate academic field.
  - Demonstrated personal/professional values and commitment necessary to promote the Jesuit character of the university throughout Student Development programs.
  - Proven willingness to be personally involved in student programs and activities and ability to relate to student populations.
  - Ability to work effectively with faculty and academic administrators and cooperatively integrate student development with the educational mission of the university.
  - Evidence of a caring, student-oriented approach with an ability to advocate for the needs of diverse populations and to promote multi-cultural education.
  - Proven management experience and knowledge of student development functions and ability to provide open and creative leadership and direction to staff.
- Responsibilities:**
- Provide leadership and vision for Division staff.
  - Ensure Jesuit Catholic philosophy is incorporated into all training, publications, programs, activities, and goals of all departments.
  - Advocate for students and inform other campus constituencies of the needs and concerns of various student populations.
  - Assessment of student needs leading to recommendation and implementation of comprehensive long-range goals.
  - Administration and budget for all departments in Student Development.
  - Student affairs liaison with campus, neighbors, and community associations.

Applications are due September 18, 1992.

Position available February 1, 1993.

Applicants should submit a cover letter, resume, and references information to: Leonard D. Bell, Chair, Vice President for Student Development Search Committee, c/o Office of the Provost, Seattle University, Broadway & Union, Seattle, Washington 98122. Seattle University is an affirmative action, equal opportunity employer and encourages nominations and applications of women and minorities.

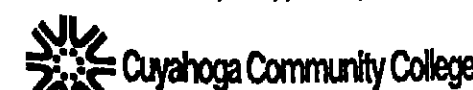
## PROVOST

### Metropolitan Campus (Search Reopened)

Cuyahoga Community College is seeking a chief administrative and executive officer capable of directing, planning, managing and evaluating programs in instruction, student development and support services on the Metropolitan Campus. We will look for you to provide college-wide leadership for academic programs that encompass Engineering, Math and Technology, Health Careers and Natural Sciences, continuing and Professional Education and Physical Education/Alliances.

The highly visible position requires an earned Doctoral degree (or equivalent education/experience) complemented by 6+ years of progressively responsible academic administrative experience in higher education. Previous teaching experience, preferably at the community college level, is essential. General supervision is required by the Office of the President. The sensitivity to respond appropriately to the needs of a socially and ethnically diverse community is a must.

We are prepared to reward the selected candidate with an attractive salary/benefits package and ongoing opportunity for professional growth and development. For confidential consideration, direct your resume by August 21st, 1992 to: Mr. Paul Shumaker, Executive Vice President, Academic & Student Affairs, CUYAHOGA COMMUNITY COLLEGE, 700 Carnegie Ave., Dept. CHE, Cleveland, OH 44115. The College is an Affirmative Action/Equal Opportunity Institution.



**Research/Physiology:** Non-tenure track position in cardiovascular physiology and related areas. The position involves the design, development, and testing of mechanical systems. The successful candidate will be responsible for the design and development of mechanical systems, and for the testing and evaluation of these systems. The position is located in a research laboratory and requires a Ph.D. degree in mechanical engineering. Applications should be sent to: ACT National Office, 2201 N. Dodge St., P.O. Box 168, Iowa City, IA 52243.

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## Director Financial Aid

### (Re-Opened)

The University of Nebraska at Omaha is accepting applications for the position of Director, Financial Aid. The Director is responsible for administering a comprehensive financial aid program which includes scholarships, loans, grants, waivers, and work study programs from federal, state, local, and private sources. The Director's responsibilities include serving as major budget officer for the Financial Aid Office; selecting, training, and supervising staff; actively working to expand student aid resources by working with university officials, community leaders, and agencies; etc. A master's degree and a minimum of five years' progressively more responsible financial aid experience or equivalent required. Experience supervising both clerical and professional staff necessary. Thorough knowledge of federal regulations and general financial aid policy mandatory. Effective oral and written communication skills as well as direct experience with financial aid computer applications necessary. Commitment to affirmative action is required. Submit cover letter, resume, and the names of three professional references to:

Personnel Services, EAB 205  
University of Nebraska at Omaha  
Omaha, NE 68182

An Affirmative Action, Equal Opportunity Employer. Individuals requiring special assistance in completing the application process should contact the Personnel Services Office.

## EXECUTIVE DIRECTOR OF DEVELOPMENT

### George Mason University Foundation

George Mason University is located in Fairfax, VA. The George Mason University Foundation was established to promote the interests and welfare of George Mason University. The Foundation is a private corporation which is organized and operated exclusively for general philanthropy and to assist the University. The Executive Director of Development will report to the President of the Foundation and the President of the University and will be responsible for the overall planning and implementation of the complete development program for the university.

Candidates should have an appropriate academic degree and at least ten years of experience in all aspects of fund raising, including five years of experience at a senior managerial level. Experience with a college or university or a university foundation is a major plus. Specific experience in major gifts and corporate relations is required.

Resumes should be sent to: Neil A. Stein, Vice President, R. H. Perry & Associates, Inc., 2607 31st St., NW, Suite 102, Washington, DC 20008.

The George Mason University Foundation and George Mason University are EEO Employers and specifically encourage applications from minorities and women.

Three years of general experience in housing or student activities. Additional job-related experience may substitute for the required experience on a year-for-year basis. Must have a valid Texas driver's license. Responsible for the overall management of residence hall operations and student activities, and programming for the Housing Center. Other responsibilities include staff recruitment, selection, training and supervision, facility management, student life development and advising the Student Development Association. \$18,000 monthly salary includes excellent benefits. Personnel file of application and resume to: Texas Woman's University, 500 W. 13th St., Suite 200, Dallas, Texas 75204-0999. AA/EEO.

**Safety/Security:** Assistant Director of Public Safety/Security. The position involves the design, development, and testing of mechanical systems. The successful candidate will be responsible for the design and development of mechanical systems, and for the testing and evaluation of these systems. The position is located in a research laboratory and requires a Ph.D. degree in mechanical engineering. Applications should be sent to: ACT National Office, 2201 N. Dodge St., P.O. Box 168, Iowa City, IA 52243.

**Safety/Security:** Assistant Director of Public Safety/Security. The position involves the design, development, and testing of mechanical systems. The successful candidate will be responsible for the design and development of mechanical systems, and for the testing and evaluation of these systems. The position is located in a research laboratory and requires a Ph.D. degree in mechanical engineering. Applications should be sent to: ACT National Office, 2201 N. Dodge St., P.O. Box 168, Iowa City, IA 52243.

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## VICE PRESIDENT FOR ACADEMIC AFFAIRS

The University of Toledo invites nominations and applications for the position of Vice President for Academic Affairs.

Founded in 1872, The University of Toledo has been a member of the university system of the State of Ohio since 1967. It is also a member of the National Association of State Universities and Land Grant Colleges. The University of Toledo has an enrollment of 25,000 undergraduate and graduate students and employs approximately 1,400 full-time and part-time faculty members. The University consists of six undergraduate degree-granting colleges (Arts and Sciences, Business Administration, Education, Engineering, Pharmacy and University College), a Graduate School which grants doctorates in 21 disciplines and the College of Law, a Community and Technical College located on the Scott Park Campus, and a Division of Continuing Education. Its 210-acre Bancroft Campus is located in a pleasant residential area on the western edge of the City of Toledo. It also has a convention facility that is part of a recently completed Convention Center in downtown Toledo.

The Vice President for Academic Affairs will report directly to the President and will serve as Acting President in the President's absence. The Vice President for Academic Affairs is the chief academic officer of the University and is responsible for the direction of the University's instructional programs, administration of personnel and budgets in all academic areas, the maintenance of academic standards and the provision of strong academic and administrative leadership. The Vice President for Academic Affairs works closely with the Academic Deans and the leadership of the Faculty Senate.

Candidates for the position will be expected to possess an earned doctorate or other appropriate terminal degree; qualifications for a tenured faculty position in one of the University's academic departments; extensive academic administrative experience; a record of effective teaching; demonstrated scholarly achievement and a commitment to collegial and consultative management style. Salary and fringe benefits are competitive.

The Search Committee will begin to review applications on August 15, 1992. In order to ensure full consideration, nominations and applications should be received before that date. The position will remain open and applications will be reviewed on the 15th of each month until filled.

Interested persons should submit a letter indicating an interest in the position, a complete resume and the names, addresses and telephone numbers of at least five references.

Applications and nominations should be sent to: Dr. David Meabon, Vice President for Student Affairs, The University of Toledo, Toledo, OH 43608-3390.



The University of Toledo is an Equal Opportunity/Affirmative Action Employer.

## Vice President for University Advancement CALIFORNIA UNIVERSITY OF PENNSYLVANIA

Nominations and applications are invited for the position of Vice President for University Advancement.

California University of Pennsylvania is a public university within the 14-member State System of Higher Education, a fully accredited, nonsectarian institution located in California, Pennsylvania. The university is a comprehensive, undergraduate and graduate university with 7,000 students, providing quality education and service to its region. The university is a member of the Association of Public Universities and Colleges, the Association of State Universities and Colleges, and the Association of Public Universities and Colleges.

The Vice President is responsible for providing leadership, broad policy guidance, and executive direction to the development and university relations program at California University. Reporting to the President, the Vice President supervises and participates with appropriate boards of directors in the following areas: development and the development of corporate and foundation resource opportunities; public service programs including the Man-Volunteer Service Program; student relations; public relations; government relations; and serves as president of the Foundation for California University of Pennsylvania.

The successful candidate must have an established record of success in higher education administration or other appropriate experience with demonstrated leadership in policy formulation, government relations, fund raising and coordination of broad areas in community affairs and economic development. A baccalaureate degree is required and an advanced degree is preferred. Several years of successful experience in fund raising should be evidenced. Salary is competitive, based on experience and qualifications. Fringe benefits are excellent. Position is open immediately.

For full consideration, please apply by sending letter of application, resume and three current references by August 17, 1992 to:

Dr. Paul E. Durd, Chairperson  
Search Committee  
Vice President for University Advancement  
California University of Pennsylvania  
520 University Avenue  
California, PA 15416

California University of Pennsylvania is an affirmative action, equal opportunity employer actively seeking minority candidates.

**Research/Physiology:** Non-tenure track position in cardiovascular physiology and related areas. The position involves the design, development, and testing of mechanical systems. The successful candidate will be responsible for the design and development of mechanical systems, and for the testing and evaluation of these systems. The position is located in a research laboratory and requires a Ph.D. degree in mechanical engineering. Applications should be sent to: ACT National Office, 2201 N. Dodge St., P.O. Box 168, Iowa City, IA 52243.

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## PRESIDENT

### TRI-STATE UNIVERSITY

Angola, Indiana

The Board of Trustees of Tri-State University invites nominations and applications for the position of President.

Tri-State University, founded in 1884, is an independent institution specializing in career education. Offerings of the three Schools of Engineering, Business, and Arts and Sciences include thirty-two Bachelor's degrees, nine Associate's degrees, two pre-professional programs and one certificate program. Enrollment is 1,000 with about one-half in the engineering programs.

Desired qualifications include an earned Doctorate in a field appropriate to the career-oriented academic emphasis of TSU, record of successful academic leadership at the level of Dean or Vice President, demonstrated fund-raising abilities, managerial experience in business or industry, and ability to communicate effectively with all constituents of a small, independent institution.

The University is located in the beautiful lake resort region of northeast Indiana near the intersection of two major interstate highways. The area is growing industrially. There is easy access to the major cultural, commercial, and industrial centers of the Midwest.

For full consideration, applications should be submitted by August 10, 1992. Later applications may be considered at the discretion of the Search Committee. Nominations or letters of application with résumés and three to five professional references should be addressed to:

Chairman  
 Presidential Search Committee  
 Tri-State University  
 Angola, Indiana 46703

Tri-State University is an equal opportunity employer.

## Foundation

### Executive Director

Seeking executive director of the University of Rhode Island Foundation for vacancy created by retirement in 1993. Qualifications: Master's degree in fund raising, business, accounting, public administration, or communications; at least five years of professional, fund-raising experience, especially in the areas of major and planned gifts; understanding of federal laws relating to charitable giving and non-profit corporations; and demonstrated knowledge and skills related to the management of investments. Must have skills and experience in a significant administrative post. Good writing and communications skills needed. Some knowledge of publications production required. Should be able to use networked, PC-based computer system. Person also manages University's real estate and property and boat donation programs. Competitive salary and benefits. Send résumé to UIRF Search Committee, 21 Davis Hall, Kingston, RI 02881 by September 1.

Spanish Full-time Visiting Assistant Professor of Spanish for one year. Ph.D. in specialization in contemporary peninsular literature, plus ability to teach and supervise students with particular emphasis on the Hispanic literary and cultural scene. Must have experience and commitment to current methodologies and techniques. Send curriculum vitae and three letters of reference to: Dr. Paul Alberto, Department of Foreign Languages and Literatures, University of Montana, Missoula, Montana 59812. Review of complete applications will begin July 1 and continue until a candidate is named to the position. (EEO/AA)

Special Education: Department of Social Education, Georgia State University, has openings for an Assistant Professor with training and professional experience dealing with students with moderate and severe disabilities with particular emphasis on the physical, medical and sensory as well as intellectual disabilities. Candidates should possess a Ph.D. in special education, two years' classroom teaching, and experience with students with disabilities. Salary commensurate with qualifications. Applicants should submit letter of application, vita, transcript, letters of recommendation from individuals in relevant field, and placement credentials by October 30, 1992 to Dr. Paul Alberto, Chairman, Search Committee, Department of Social Education, Georgia State University, Atlanta, Georgia 30303. Eligible candidates are encouraged to apply. Georgia State University is an equal opportunity institution and an Equal Opportunity/Affirmative Action Employer. (EEO/AA)

Special Education: Cumberland College invites applications for a position beginning August 1992. Doctorate required. Responsibilities include teaching undergraduate and graduate courses, supervising students, serving on appropriate committees and contributing to program development. Send letter of application, vita, transcript, and three letters of reference to: Dr. Joseph E. Early, Vice President for Academic Affairs, Cumberland College, Williamsport, Kentucky 40769. Considered applications will be reviewed beginning August 1, 1992, and continue until the position is filled.

Student Activities/Union Director of Student Activities/Union Director of Student Activities. Responsible for managing and directing the student government operations of the Department of University Union. Must provide a comprehensive, well-balanced series of cultural, recreational, and social opportunities, which are actively promoted. Supervises the work of two Student Center Assistants, two Student Center Directors, Director of Student Leadership Development, and two full-time clerical staff. Also provides advisory services to the Student Union President and Program Board. Requires Bachelor's degree with a Master's degree in Student Personnel Services strongly preferred. Ph.D. or work experience in supervising and administering a comprehensive student activity program. Send résumé to: Dr. Paul Alberto, Department of Foreign Languages and Literatures, University of Montana, Missoula, Montana 59812. Review of complete applications will begin July 1 and continue until a candidate is named to the position. (EEO/AA)

or work experience in supervising and administering a comprehensive student activity program. Send résumé to: Dr. Paul Alberto, Department of Foreign Languages and Literatures, University of Montana, Missoula, Montana 59812. Review of complete applications will begin July 1 and continue until a candidate is named to the position. (EEO/AA)

Student Services Position in Miami, Florida for medical school. Send résumé to: Medical Education Information Office, 501 Ponce de Leon Boulevard, #201, Coral Gables, Florida 33134.

Theatre Scholar/Historian. Tenure-track appointment, junior or senior rank. Responsibilities include teaching theatre history, theory, criticism, literature, dramaturgy and possible assignments in playwriting or as one of four faculty directors of department of theatre. Must be able to direct, teach and supervise students in playwriting. Send letter of application, vita, transcript, letters of recommendation from individuals in relevant field, and placement credentials by October 30, 1992 to Dr. Paul Alberto, Chairman, Search Committee, Department of Social Education, Georgia State University, Atlanta, Georgia 30303. Eligible candidates are encouraged to apply. Georgia State University is an equal opportunity institution and an Equal Opportunity/Affirmative Action Employer. (EEO/AA)

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## Savannah State College



Savannah, Georgia

## PRESIDENT

The Board of Regents of the University System of Georgia and the Savannah State College Board of Trustees invite nominations and applications for the position of President. The President will be the chief executive officer and is responsible for the successful management of all aspects of the college. The President's term of office is four years, beginning July 1, 1993 or as soon as possible thereafter.

Founded in 1888, Savannah State College is a historically Black, senior college of the University System of Georgia and is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. Savannah State is a historic institution with one of its buildings listed on the National Historical Register. Today the college serves a diverse student population of nearly 3,000 individuals through the Schools of Business, Humanities and Social Sciences, and Science and Technology. The college also offers graduate programs in several disciplines in addition to the 100-hour campus is located in the beautiful coastal area of Georgia, the site of the 1996 Olympic Yachting Events. The campus is comprised of forty buildings, many of which are historic and are situated on prime salt marshes and tidal creeks of the Atlantic Ocean.

Among the qualifications and abilities desired in the person chosen as President are:  
 • Earned doctorate or appropriate terminal degree and evidence of scholarly achievement.  
 • Teaching and administrative experience at the college or university level; equivalent experience considered.  
 • Evidence of successful operational administrative skills in financial management, long-range planning, resource development and assessment of educational programs and community needs.  
 • Demonstrated leadership abilities and clear vision of the direction of higher education in the 21st century.  
 • Ability to represent the institution and communicate effectively with constituents: intellectual, emotional, and ethical command respect.

Nominations are encouraged and should include current titles and address of nominees. Nominations should be postmarked no later than September 30, 1992. Applications consisting of a résumé with names, addresses, and telephone numbers of the professional references should be received no later than October 30, 1992. Letters of nomination and application should be mailed to:

Dr. J. Allen Zow, Sr., Chair  
 Presidential Search and Selection Committee  
 Savannah State College  
 Savannah, Georgia 31404

An Equal Opportunity, Affirmative Action Employer

## EXECUTIVE DIRECTOR

### The Arkansas Institute

The Board of Directors of the Arkansas Institute is accepting applications for the position of Executive Director.

The Institute's primary mission is to provide objective, credible information about critical issues affecting Arkansas' future. Audiences for the Institute's work include the general public, citizens' groups, state and local governments and others with direct responsibility for public policy development and implementation. The Institute is supported by a broad cross-section of Arkansas citizens and funding is secure for the first three years of operation.

Candidates should possess credentials, experience and personal credibility which will contribute significantly to the development and support of the Institute's position as a source of unbiased, non-partisan, objective research. Qualifications should include an advanced degree in economics, political science, public administration or a related field. Substantive experience in research, working with public policy issues, providing vision and direction for organizations, managing professional staff, and representing organizations to boards and funders is required. The ability to write and speak clearly and convincingly to a wide audience is essential. Knowledge of Arkansas public affairs is highly desirable.

Please submit résumé and professional references to:

Arkansas Institute  
 P.O. Box 26365  
 Little Rock, Arkansas 72203

The Arkansas Institute is an Equal Opportunity Employer.

BOE. Women and minorities are encouraged to apply.

Theatre Director/Scholar. Assistant Professor to teach undergraduate directing and acting, and graduate theatre history/literature. Interest in contemporary theatre preferred. Direct at least one production per year; supervise student productions. Send letter of application, vita, transcript, letters of recommendation, and other supporting documents immediately to Dr. G. Meschlo, Chair, Department of Theatre, University of Kentucky, Lexington, Kentucky 40506-0022. (EEO/AA) All qualified persons are encouraged to apply.

Theatre/Speech Communication. Cornell College, a private undergraduate liberal arts college, invites applications for a possible vacancy in its Department of Theatre and Speech Communications. Interim appointment as the Assistant or Associate Professor of Theatre or Speech Communication is available. The successful applicant may be considered for eventual tenure-track appointment. The department seeks a senior-level faculty member with a strong background in directing, acting, theatre history, and production, and who is committed to the successful application of his/her talents to the college's educational mission. Send letter of application, vita, transcript, letters of recommendation, and other supporting documents immediately to Dr. G. Meschlo, Chair, Department of Theatre, University of Kentucky, Lexington, Kentucky 40506-0022. (EEO/AA) All qualified persons are encouraged to apply.

Transportation/Continuing Education. Continuing Education Specialist, Institute of Transportation Studies, UC Berkeley Extension. Plan, develop and implement continuing education program for transportation professionals. Work with advisory committees including UC faculty. Present papers at conferences, seminars, and workshops. Explore new marketing approaches. Prepare course budgets, monitor income and expenses, meet financial objectives. Supervise support staff in program development. Identify or respond to opportunities for in-company contracts. Be a role model for students and staff. Send letter of application, vita, transcript, letters of recommendation, and other supporting documents immediately to Dr. G. Meschlo, Chair, Department of Theatre, University of Kentucky, Lexington, Kentucky 40506-0022. (EEO/AA) All qualified persons are encouraged to apply.

non, Iowa 52314-1008. Consideration of applications begins August 10, 1992. Cornell College is an Equal Opportunity, Affirmative Action Employer and encourages support and participation from women and minority candidates.

Transportation/Continuing Education. Continuing Education Specialist, Institute of Transportation Studies, UC Berkeley Extension. Plan, develop and implement continuing education program for transportation professionals. Work with advisory committees including UC faculty. Present papers at conferences, seminars, and workshops. Explore new marketing approaches. Prepare course budgets, monitor income and expenses, meet financial objectives. Supervise support staff in program development. Identify or respond to opportunities for in-company contracts. Be a role model for students and staff. Send letter of application, vita, transcript, letters of recommendation, and other supporting documents immediately to Dr. G. Meschlo, Chair, Department of Theatre, University of Kentucky, Lexington, Kentucky 40506-0022. (EEO/AA) All qualified persons are encouraged to apply.

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## PRESIDENT Yale University

The Corporation of Yale University invites nominations and applications for this position. Please send nominations or expressions of interest to: Presidential Search Committee, P.O. Box 1905A, Yale Station, New Haven, CT 06520, preferably by October 1, 1992.

Yale University is an Affirmative Action and Equal Opportunity Employer.

## PRESIDENT

### Plymouth State College of the University System of New Hampshire

The Search Committee invites nominations and applications for the position of President, for appointment preferably in April 1993.

Plymouth State College is a separately located campus of the University System of New Hampshire. The College is situated in Plymouth, New Hampshire (population 6,000) in the central White Mountain region of the State.

Plymouth's total enrollment of 4,300 includes graduate and undergraduate students in Liberal Arts, Business, and Education programs, and offers associate, baccalaureate, and master's degrees. The College is governed by a 25-member Board of Trustees with offices in the campus building.

The President is the chief executive officer of the College, and a member of the University System Board of Trustees. In cooperation with the Chancellor, and under policies established by the Trustees, he/she is responsible for the general administration and management of all aspects of the instructional, research, and service programs of the institution.

Candidates should be established members of the higher education community, with an earned doctorate, collegiate teaching and administrative experience. Special consideration will be given to interpersonal and communications accomplishments.

The successful candidate will provide the College with stimulating intellectual leadership and a broad appreciation of the educational and public service missions of the state colleges. PSC is an AA/EEO employer and actively seeks women and minority candidates.

Applications with credentials and references must be received no later than October 15, 1992. Communications should be addressed to:

John P. Clark, Executive Secretary  
 Presidential Search Committee  
 Secure Administration Building  
 Plymouth State College  
 Plymouth, NH 03264

The University System of New Hampshire is an Affirmative Action, Equal Opportunity Employer.

## EXECUTIVE DIRECTOR

### American Philosophical Association

Chief administrative officer of a 9,000-member association serving scholarly needs and representing professional interests of philosophers in the United States. Teaching duties and faculty status in the Philosophy Department, University of Delaware.

Required: Ph.D. in philosophy or related field. Highly desirable: teaching excellence, record of publication, intellectual breadth, experience in administration, capacity for leadership, and keen interest in the future of the discipline and of higher education. Term: 5 years, beginning August 1, 1993, or earlier; renewable indefinitely. Send 10 copies each of letter outlining qualifications and goals; CV or résumé; and list of 5 or more references to: Search Committee, c/o Shirley Anderson, A.P.A., Univ. of Del., Newark, DE 19716. Review to begin Sept. 20, 1992. Members of underrepresented groups especially encouraged to apply.

University, Alabama 35470. An equal opportunity employer.

Upward Bound Counseling Coordinator. Bachelor's Degree in counseling or a field closely related to academic, career, or personal counseling. Training and experience in college counseling, including individual and group counseling, assessment, and career development. Salary: \$27,500-\$30,000 with benefits. Continued employment is subject to re-evaluation of program. Program is presently in the first year of new cycle. Please submit letter of application, vita, transcript, and three letters of reference to: Lennie R. Williams, Assistant Vice Chancellor for Student Services, Arkansas State 4400, Fayetteville, Arkansas 72701. Minorities and women are encouraged to apply. Review of applications will begin on August 14, 1992, pending University approval with no later than September 1, 1992. The University of Arkansas is an affirmative action, equal opportunity employer.

Youth Program Volunteerism, Leadership Development 4-H Youth Specialist. Tenure track position at the University of Arkansas. Position is available in the Department of Youth Development, starting September 1, 1992. Ph.D. complete required. Candidates should possess one year's experience supervising support staff and review of applications will begin on August 14, 1992, pending University approval with no later than September 1, 1992. The University of Arkansas is an affirmative action, equal opportunity employer.

Upward Bound University of Arkansas. Director, Youth Development, Bound, Full-time position at the University of Arkansas. Position is available in the Department of Youth Development, starting September 1, 1992. Ph.D. complete required. Candidates should possess one year's experience supervising support staff and review of applications will begin on August 14, 1992, pending University approval with no later than September 1, 1992. The University of Arkansas is an affirmative action, equal opportunity employer.

## City Colleges of Chicago CHANCELLOR

City Colleges of Chicago is a system of eight public community colleges located throughout the city. The college system is organized to provide comprehensive educational programs and services as required under the State Act and other applicable laws, and for carrying out the policies and rules of the Board of Trustees. The network serves over 37,000 students in college credit programs and 50,000 students in pre-college and non-collegiate areas including literacy training, ESL, GED preparation and adult continuing education. At present, the Board of Trustees is seeking to identify a new Chancellor to manage and develop the community college system.

**Responsibilities of the Chancellor:** The Chancellor shall be responsible for leadership and administrative management of the operations, programs, personnel and services of the District in conformity with the provisions of the State Act and other applicable laws, and for carrying out the policies and rules of the Board regarding the District. The Chancellor prepares and submits to the Board recommendations relative to all matters requiring Board action. The Chancellor makes the decisions which translate policy into action, and shall have the following specific responsibilities:

- Recommending to the Board District personnel actions (except those of officers directly responsible to the Board) and preparation for the Board of evaluations of the District's personnel policies and personnel.
- Establishment of policies, procedures and regulations for the administration and management of the District and preparation of evaluations for the Board of such policies, procedures and regulations; development and promulgation of appropriate rules and guidelines for the administration of educational programs and services.
- Recommending to the Board changes in its educational programs and services and preparation for the Board of evaluations of the District's educational programs and services.
- Fiscal management of the District including preparation of the annual budget and evaluations of the District's fiscal position.
- Recommending to the Board purchases, including equipment and supplies, contracts, leases, acquisitions and condemnations of land, erection, construction, maintenance and repair of District facilities and equipment.
- Establishment of regulations for the control and management of property of the District.
- Recommending to the Board short- and long-term plans to carry out the mission of the District after consultation with faculty and others.
- Representation of the District to the City, State of Illinois, and the federal government, as well as to the public.
- Approving all District-wide advisory committees.
- Approving all College class and time schedules and course offerings for programs approved by the Board.
- Approving District publications, except those requiring Board approval by these Rules, a resolution of the Board, or law.
- Serving as Freedom of Information Officer to assure compliance with applicable public record disclosure laws and reporting all requests for information to the Board on a regular basis.
- Serving as ex-officio, non-voting member of all standing Board Committees.
- Any other responsibilities as may be prescribed by the Board or the State Act.

**Qualifications of Candidates:** The Search Committee and Board of Trustees are seeking a seasoned professional with strong educational and administrative background. The ideal experience would be from a leading educational institution which would include public and private community colleges and universities. It is imperative that this individual have a strong ability to communicate and articulate policies, goals, and initiatives in a clear and comprehensive manner to the Board of Trustees, faculty, student body, administrators, and to the public at large. It is equally significant that this individual have a very good understanding of the city environment. The successful candidate should have a demonstrated record of achievement, strong interpersonal skills and the ability to establish and maintain good working relationships with elected and appointed officials as well as a strong understanding of what is needed to meet the diverse educational needs of the members of the group and other students by offering access and excellence in higher education. Finally, the person should be academically prepared; an advanced degree would be a plus as would prior teaching in an academic institution of higher education.

Applications/Resumes, along with salary requirements, should be sent to:

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## Rift Grows Between Scholars and U.S. Officials Over Way Federal Funds Are Awarded

By STEPHEN BURD

A number of incidents in the past year signal a growing rift between scholars and government officials over the way federal funds are awarded for arts, science, and humanities projects.

They include:

■ A decision by the acting chairwoman of the National Endowment for the Arts to overturn the recommendations of a peer-review panel in rejecting two grants to university arts centers.

■ A vote by Congress to rescind \$2-million from the National Science Foundation and \$183,000 from the National Institute of Dental Research. A report accompanying the bill suggests that the funds come from 31 projects supported by the NSF and three projects at the dental institute. The Senate Appropriations Committee singled out those peer-review approved projects—on the basis of their titles—as being unworthy.

■ The cancellation last July by the Secretary of Health and Human Services of a survey focusing on teen-age sexuality that had been awarded funds by the National Institutes of Health. Three months later, a study of adult sexuality was put on "indefinite" hold by the National Institute of Child Health and Human Development.

■ Contentions by former staff members of the National Endowment for the Humanities and by several rejected applicants that Lynne V. Cheney, the NEH chairman, manipulates the endowment awards process so that applications from controversial scholars or about certain subjects are rou-



Rep. Ralph Regula, an Ohio Republican: "Someone must be accountable for how taxpayers' dollars are expended."

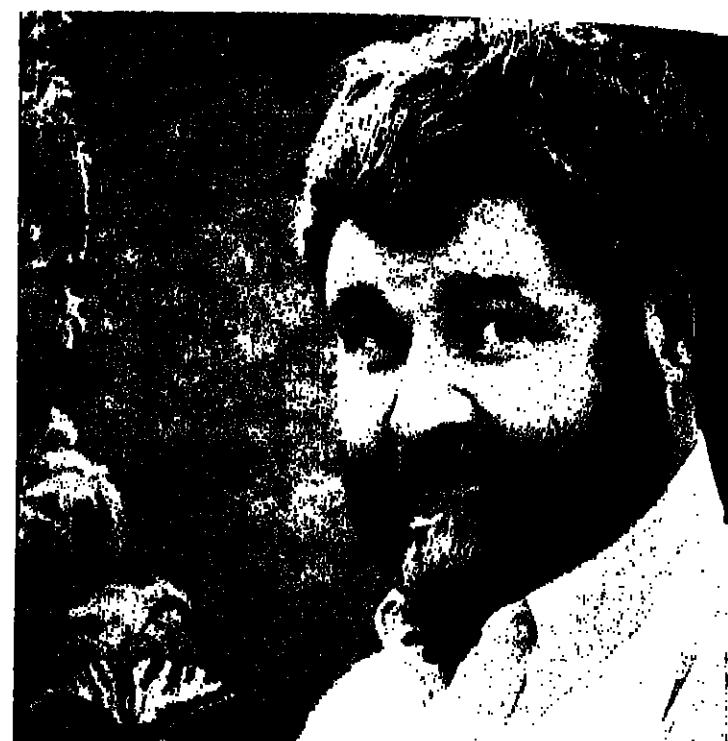
tinely rejected. Mrs. Cheney denies the charges.

■ A 39-per-cent increase for fiscal 1992 in the amount of money Congress appropriated for specific campus projects that had not been subject to competitive reviews.

Individually, those incidents sparked discussions of government support for art considered by some to be obscene and of the value of social-science research. But cumulatively, some scholars say, something larger is going on: The peer-review process is being either trampled or ignored.

They argue that government officials should limit themselves to setting broad priorities and budgets for the different agencies and divisions within the agencies. Decisions about the merit of individual grant applications, they say, should be left to experts in the arts, sciences, and humanities—the peer reviewers.

Says Vartan Gregorian, president of Brown University and a past peer reviewer at the NEH: "Unless there is something extraordinary, like some gross malfeasance, or members of the panel



Robert C. Lederhouse of Michigan State U.: "People don't really understand how the scientific process works."

did not do their homework, or the make-up of the panel is inadequate or their expertise is lacking, there should not be any intervention into the peer-review process."

Bush Administration officials and lawmakers from both parties say scholars are deluding themselves by thinking that peer reviewers should have the final say. While reviewers play a vital role in sifting applications, the officials and lawmakers say, a higher authority from time to time must decide if the public is being well served.

Rep. Ralph Regula, an Ohio Republican, says: "Scholars love to get together at a coffee shop and argue over applications until they reach consensus, and then say that their decisions should be final. But it cannot work that way."

He adds: "Someone must be accountable for how taxpayers' dollars are expended."

### Reliance on Specialists

Sen. Robert C. Byrd, a Democrat from West Virginia and chairman of the Senate Appropriations Committee, says it is Congress's job to oversee "wasteful and unnecessary" spending at agencies. He cited that duty in explaining his push to cut various projects at the NSF and the NIH.

Federal agencies rely on peer-review panels to pick out the best proposals submitted to the agencies. Reviewers typically are specialists in the field being reviewed. They either meet together once or twice a year to review large numbers of applications, or submit their reviews by mail. The reviews consist of a written evaluation and a rating of the project, which the agencies use to help determine who receives awards.

Conflicts over the peer-review system are not new. Some say they are endemic to a grants-award system that is using government funds to support the exploration of scientific, artistic, and humanistic excellence and creativity.

But tensions rise as money gets tighter, says Daryl E. Chubin, a senior associate at the Office of Tech-

nology Assessment and an authority on peer review in science. In a fiscal crisis, government officials want to be sure they are getting their money's worth. "Peer review becomes a lightning rod for many other controversies," he says.

Tensions have been especially apparent at the NEA, where multiple peer-review groups have demanded a detailed explanation by the acting chairwoman, Anne Imelda Radice, as to why she rejected grants for galleries at the Massachusetts Institute of Technology and Virginia Commonwealth University. In addition, two sitting peer-review panels, protesting Ms. Radice's action, disbanded without completing their work.

While attracting less national publicity, Congress's rescission of funds to the NSF and the dental institute raised red flags for scientists across the country. Robert C. Lederhouse, who is doing postdoctoral work in the department of entomology at Michigan State University, is a principal investigator on one of the projects—a study of the life history of the swallowtail butterfly—that Congress recommended be eliminated.

He says that the bill sent a message to the scientific community that all research should fight a certain disease or produce a certain product.

"People don't really understand how the scientific process works: that to solve problems, you need a greater understanding of how things work in general," he says. "But you will not get this understanding if everything is dedicated to solving specific problems."

### Power of Chairmen Criticized

In some respects, various federal agencies handle peer review differently, and scholars have varying concerns about the different systems. A concern at the NEH, NEA, and the NSF is that certain individuals have too much power to overturn grants—the chairman at both the humanities and arts endowments and the program officers at the science foundation.

The degree of power invested in

a single individual, especially a political appointee, makes some scholars uneasy. Kathryn K. Sklar, a professor of history at the State University of New York at Binghamton and a frequent peer reviewer at the NEH, says: "For a democracy, the government does lodge a disproportionate amount of power in the person of the director of the NEH. So the endowment has the potential for providing very democratic access to the nation's resources for scholarship, but it also has the potential for blocking this access when the chairman sees fit."

### The Will of the President

Representative Regula says the power of the chairman is entirely appropriate. "Ultimately, Lynne Cheney is reflecting the will of the President, and the President is reflecting the will of the people who elect him," he says. "That's the way our country works."

Robert Bell, a professor of economics at Brooklyn College, wrote a book this year called *Impure Science* that examines abuses of the peer-review process at the NSF. He says a study undertaken by the foundation in 1986 showed that 60 per cent of the applicants who fail to win an award in a given year believe the system is unfair. Yet, few scholars appeal the agency's decisions.

"They are afraid of offending the program officer," he says. "They are scared of retribution, that they will be unable to get future support."

NSF officials maintain that their system is fair and that applicants who feel their projects are treated unfairly can appeal the decisions. They also stress that since 1990, after an internal study, they have tried to make their review process more open by allowing applicants to see almost all of the information the agency keeps on file about them and their proposals.

### Numerical Grades at NIH

Some believe that change was prompted by pressure from Jon E. Kalb, a research associate in paleontology at the University of Texas at Austin. Mr. Kalb sued the foundation, contending that false rumors that linked him to the Central Intelligence Agency had doomed his grant proposals. The rumors had been passed along by an NSF program officer to the peer panel reviewing his grant proposal. In a settlement, which awarded Mr. Kalb \$20,000, the NSF maintained that the proposals had been turned down for legitimate reasons. But it apologized if the rumors had "played a role" in individual reviews by peer panelists.

Mr. Bell, who documented Mr. Kalb's case in his book, says he believes the NIH system is preferable to the NSF's, because the institutes do not give so much authority to a single individual.

At the NIH, a panel of reviewers assigns numerical grades to projects. The projects are ranked according to those grades: The lower the grade the better. A cut-off point is then established, and only grants below that point are supported.

Not everyone agrees with Mr. Bell. Some think that the strict adherence to numerical ratings is too rigid. Mr. Chubin of the Office of

Technology Assessment says it gives too much power to each reviewer. "All you need is one real bad rating for a project to fail," he says. "It's as if each reviewer has veto power."

Mr. Chubin says the NSF system may be more amenable to supporting experimental or cutting-edge work, because the strong role of the program officers gives them more flexibility to choose among highly rated projects.

Despite all the problems, says Jerold Roschwalb, director of federal relations at the National Association of State Universities and Land-Grant Colleges, "no one has come up with a better way to allocate federal funds."

But some peer reviewers say increased political interference in the

process has made it difficult for them to continue serving.

Marta Tienda, a professor of sociology at the University of Chicago, was a member of the peer-review panel at the NIH that approved the surveys of teen-age and adult sexuality. "You feel ridiculed when you submit your time to these peer-review panels only to find that your decisions have been overturned for political reasons," she says. "It's like being splashed with cold water, to find that all of your hard work has gone for naught."

Thomas Loeser, an assistant professor of art at the University of Wisconsin at Madison, says he and his colleagues on a crafts panel at the NEA were frustrated by the controversies. "We felt caught be-

tween a rock and a hard place," he says, "wanting to stand up for our principles, but also wanting to get money out to the field, to the artists who need federal support."

Mr. Chubin says agencies should continually evaluate whether their system is as fair as possible.

### 45 Appeals a Year

A first step in improving the process would be to strengthen the appeals system, he says. All of the agencies—except the NEH—now offer a formal appeals hearing for applicants who say their grants were unfairly rejected.

But Mr. Chubin says the processes as they now run often serve simply as window-dressing. "I don't think many people win, and it takes a lot of time," he says.

According to James M. McCullough, director of the program-evaluation staff at the NSF, the agency hears about 45 appeals a year, and typically overturns only one or two decisions. An NEA spokeswoman says the endowment hears about 15 appeals a year, few of which result in a new decision.

By opening up the system, agencies would give an applicant the chance to see that they are acting in good faith, Mr. Chubin says.

"Everyone who is turned down feels wronged, that they should have gotten a better hearing, that they were treated unfairly," he says. "Agencies should offer an appeals process that resembles a legal proceeding so as to insure that participants are given due process in the review of their proposals."

## WASHINGTON UPDATE

- Senate appropriations panel votes to continue supercollider
- Administration releases plan on economics of global change

The Senate Appropriations Committee voted last week to continue construction of the Superconducting Supercollider, providing \$550-million for the project in fiscal 1993.

While the amount is \$100-million less than President Bush requested for the project, its inclusion in the Senate's version of an appropriations bill for the Energy Department's civilian-research programs increases the likelihood that the subatomic-particle accelerator will be continued next year.

Last month, in an expression of frustration over the rising federal deficit, the House of Representatives voted to kill the \$8.25-billion supercollider. That action shocked the country's high-energy physicists, many of whom believed Congress was unlikely to abandon the project after investing more than \$1-billion into the collider's design and construction.

Other researchers have opposed the supercollider, saying it has limited scientific value and limits funds for other projects.

Sen. J. Bennett Johnston, a Louisiana Democrat who chairs the Senate Appropriations subcommittee with jurisdiction over energy-research programs, said \$550-mil-

lion was the "minimum figure necessary" to keep the project on schedule for completion in 1999. But Sen. Dale L. Bumpers, an Arkansas Democrat who opposes the project, plans to offer an amendment on the Senate floor to kill the collider.

The Senate bill also provides \$60-million within a \$335-million allocation for magnetic-fusion-energy research for the design of another large-scale scientific project—the first working nuclear-fusion reactor.

Last week, representatives of the European Community, Japan, Russia, and the United States signed an agreement to cooperate in the design of a \$5-billion experimental reactor.

Each of the four parties agreed to contribute equally to the \$1.2-billion engineering design of what is formally known as the International Thermonuclear Experimental Reactor, or ITER. When the design is completed, the four parties will decide whether to proceed with construction of the reactor, which is intended to demonstrate the feasibility of harnessing nuclear-fusion energy. —KIM A. McDONALD

The Bush Administration has

released its research plan for fiscal 1993 on the economics of global environmental changes.

The plan will focus on three broad areas: the economic effects of global environmental changes, the development of models to analyze economic effects around the world, and research on uncertainty and on the value of different kinds of information for future policy making.

The purpose of the research program is to help the government "evaluate the likely magnitude of the economic effects of global change on society and to evaluate the cost of options designed to address global change," the report states. But it adds that the program does not support "short-term evaluation of specific policy proposals" because that would threaten its credibility.

The President has proposed spending about \$18.3-million on the research in fiscal 1993, an increase of nearly 60 per cent.

The plan was prepared by a group under the Federal Coordinating Council for Science, Engineering, and Technology, which included representatives from the White House Council of Economic Advisors and 17 other agencies. —COLLEEN CORDES

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## Status of Federal Legislation

As of 6 p.m. July 23, 1992. Bold type indicates changes since June 11, 1992.

LEGISLATION	MAJOR PROVISIONS	STATUS
Copyright HR 4412, S 1035	BOTH BILLS: Would change federal copyright law to make it easier for scholars to quote from unpublished documents.	HOUSE: Approved by committee April 30, 1992 SENATE: Passed September 27, 1991 S Rep 102-141
Education research HR 4014, S 1275	BOTH BILLS: Would reauthorize the Education Department's Office of Educational Research and Improvement. Would create new programs to disseminate the results of research sponsored by the office. HOUSE BILL: Would create a board to set research priorities for the Education Department. SENATE BILL: Would create a board to advise the Education Department on research issues. Would create new programs for research on education in other nations and for exchanges with nations in Central and Eastern Europe.	HOUSE: Approved by committee May 20, 1992 SENATE: Approved by committee March 18, 1992 S Rep 102-269
International exchange HR 3215	HOUSE BILL: Would authorize \$20-million in new federal spending on educational and research exchanges between American and Latin American colleges and universities.	HOUSE: Approved by committee June 10, 1992 H Rep 102-654
International exchange S 2632	SENATE BILL: Would authorize the creation of new educational exchange programs between the United States and the nations of the former Soviet Union. Would authorize the creation of a foundation to assist scientists and engineers in the former Soviet Union who wish to do research cooperatively with American scientists and institutions.	SENATE: Passed July 2, 1992 S Rep 102-292
Job training HR 3033, S 2085	BOTH BILLS: Would alter the Job Training Partnership Act by providing more money for education and job training for people who are the most disadvantaged. Would link job-training programs supported under the act to state and federal efforts to reform the welfare system.	In conference
National Science Foundation HR 2282	HOUSE BILL: Would amend the 1988 law that authorized the National Science Foundation for five years by raising the foundation's budget ceiling for fiscal 1992 to the President's recommended level of \$2.721-billion. The amendments would also allow up to \$40-million to continue the program to renovate research facilities and up to \$33.5-million to help institutions buy research equipment.	HOUSE: Passed July 11, 1991 H Rep 102-131
Research facilities HR 2407, S 544	BOTH BILLS: Would make it a federal crime to vandalize facilities used for research on animals or to remove animals from such facilities.	HOUSE: Approved by committee April 2, 1992 H Rep 102-498 SENATE: Passed October 16, 1991 S Rep 102-141
Science education HR 2836	HOUSE BILL: Would authorize new programs at the National Science Foundation, which could receive up to \$35-million annually to provide grants to community colleges for science and technical education.	HOUSE: Approved by committee April 2, 1992 H Rep 102-508
Student aid HR 3833, S 1150	COMPROMISE BILL: Would reauthorize the Higher Education Act for five years. Would reauthorize Stafford Student Loans, with loan limits of \$2,625 a year for freshman, \$3,500 for sophomores, \$5,500 for other undergraduates, and \$8,500 for graduate students. Would authorize a pilot project for a direct-loan system that would replace guaranteed student loans on 500 campuses. Would authorize increases in the maximum size of a Pell Grant, from \$3,700 for the 1989-90 academic year up to \$4,500 in 1997-98. Would expand the Stafford Student Loan program to make all students eligible for loans, regardless of income. Would exclude this equity that a family owns in a home or farm from calculations of wealth used to determine aid eligibility.	Signed by the President
Taxes HR 11	BOTH BILLS: Would extend, for 18 months, tax breaks that allow workers to receive up to \$5,280 in employer-provided educational assistance without paying income taxes on the funds, allow wealthy donors to gain the complete tax advantages of making gifts of appreciated property, and give businesses a tax credit for increased spending on research.	HOUSE: Passed July 2, 1992 SENATE: Approved by committee June 16, 1992

## Appropriations Bills for Fiscal 1993

(Amounts in millions of dollars, rounded to nearest million)

LEGISLATION	SPENDING THIS YEAR	HOUSE BILL	SENATE BILL	COMPROMISE BILL	STATUS
Department of Agriculture HR 5487	Cooperative Extension Service Cooperative Research Service	\$419 506	\$438 448	\$422 467	HOUSE: Passed June 30, 1992 H Rep 102-617 SENATE: Approved by subcommittee July 21, 1992
Arts and humanities HR 5503	National Endowment for the Arts National Endowment for the Humanities Institute of Museum Services	\$176 \$176 27	\$176 179 29		HOUSE: Passed July 23, 1992 H Rep 102-626
Departments of Education and Health and Human Services	Education Department Pell Grants Stafford Student Loans National Institutes of Health AIDS research, education, and prevention	\$29,500 5,460 2,539 9,335 1,568	\$31,982 5,882 2,930 9,311 1,800		HOUSE: Approved by committee July 23, 1992
Department of Energy HR 5873	General science and research Superconducting supercollider Maglev train Basic energy sciences	\$1,472 483 337 785	\$959 54 339 768	\$1,463 50 388 779	HOUSE: Passed June 17, 1992 H Rep 102-555 SENATE: Approved by committee July 23, 1992
National Archives and other agencies HR 5488	National Archives National Historical Publications and Records Commission Non-profit postal subsidies	\$182 5 470	\$182 5 500		HOUSE: Passed July 1, 1992 H Rep 102-618
National Science Foundation and Department of Veterans Affairs	National Science Foundation Research Science education Veterans' educational benefits National Antiquities and Historic Sites Research and development Space science	\$2,577 1,875 465 575 1,700 1,700	\$2,726 2,172 488 575 1,700 1,700		HOUSE: Approved by committee July 23, 1992

## House Panel Votes to Cut Pell Grants and to Reduce Other Aid Programs

By STEPHEN BURD and THOMAS J. DeLOUGHRY

WASHINGTON  
The House Appropriations Committee last week approved legislation that would cut Pell Grants by at least \$100 and reduce other aid programs by 1 percent in academic 1993-94.

The action was a major defeat for college officials and student leaders who had urged lawmakers to increase spending as a follow-up to Congress's overwhelming approval of legislation that reauthorized the Higher Education Act.

Without an increase in appropriations, the higher limits for Pell Grant, College Work-Study, and other programs in the reauthorization legislation could represent empty promises to students.

## House Approval Expected

The appropriations bill, which covers the Departments of Education, Health and Human Services, and Labor, also disappointed biomedical researchers. They had wanted more than the 3.1-percent increase in the budget for the National Institutes of Health that the committee approved.

The committee's actions sent the spending bill to the floor of the House of Representatives, where it is expected to be approved. The Senate has not yet drafted its education spending bill for fiscal 1993, which begins on October 1.

Members of the Appropriations Committee blamed the 1990 budget agreement between Congress and the White House for the meager overall increase that the bill provided. The budget pact placed tight limits on domestic spending in an attempt to control the federal deficit.

Said Rep. William H. Natcher, the Kentucky Democrat who chairs the subcommittee that drafted the bill: "This bill does not suit any of the subcommittee members. It is not the best bill that we have

"It is not the best bill that we have ever presented.

But it is the best bill we could come up with, with the limited amount of money available."

over presented. But it is the best bill we could come up with, with the limited amount of money available."

Several of the most popular programs in the bill, including Chapter 1 programs for needy schoolchildren and Trio programs for disadvantaged high-school and college students, would be financed below the amounts that President Bush requested in January. But the com-

## PUBLIC NOTICE

## National Board for Professional Teaching Standards Seeks Comments on Draft Request for Proposals #7

The National Board for Professional Teaching Standards (NBPTS) is establishing high and rigorous standards for what accomplished teachers should know and be able to do and is developing state-of-the-art performance assessment methods to ascertain who meets those standards for National Board Certification (NBC). NBPTS seeks comments on its DRAFT Request for Proposals (RFP) #7 for the NBC assessment delivery system. Proposals will be sought from testing corporations, information system developers, personnel and teacher training networks, other public and private agencies, professional associations, groups, individuals or consortium of organizations for establishment of the National Board Certification delivery system.

The NBC delivery system will include development of a candidate and assessment information system, the production and distribution of informational and assessment materials, the development and implementation of an assessor recruitment and training system, establishment of assessment facilities as required, and administration of a scoring and candidate feedback system.

Individuals interested in reviewing and commenting on the DRAFT RFP #7 should contact:

National Board for Professional Teaching Standards  
RFP #7 Review  
300 River Place, Suite 3600  
Detroit, MI 48207  
Attention: Patricia Slinell  
Telephone (313) 259-0830 ext. 226, Fax (313) 259-0879

Comments must be received by August 24, 1992.

ment's bill would restore hundreds of millions of dollars for programs the President would have eliminated, including assistance for public and college libraries, and "impact aid" to school districts that serve the children of military personnel.

The appropriations subcommittee that drafted the bill also dealt with a \$1.5-billion shortage in the Pell Grant programs that the White House revealed in June, months after it had sent its budget request to Congress. The subcommittee inserted \$704-million to help close the huge gap, which resulted from greater-than-expected demand for the grants in academic 1991-92 and 1992-93.

## Anger With Education Dept.

Members of the full committee made it clear that they were angry with the Education Department for not notifying them of the shortage until June. "The committee must express its extreme frustration at the scope of the Pell shortfall and its devastating effect on the availability of funds to address other educational needs," the committee wrote in a report that accompanied its bill.

The committee sought to pay for the increased demand that is projected for the 1993-94 academic year by appropriating \$5.8-billion, an increase of \$410-million over the funds for 1992-93. The increase would consist of additional spending plus \$185-million in recommended savings in the program.

Despite the increase in appropriations, the money would not be sufficient to pay for the current maximum Pell Grant of \$2,400. The committee recommended that the maximum be \$2,300 in 1993-94, but said the Education Department should be allowed to set the limit even lower if it determined that the funds were insufficient.

The committee said the \$185-million in savings would be achieved by requiring the Education Department to enact unspecified provisions of the higher-education reauthorization law immediately, rather than waiting for 1993-94. The department also would be required to verify the accuracy of information provided by all Pell Grant recipients, rather than the 30 per cent that it now checks.

## Financial 'Emergency'

Higher-education officials, who have been asking the White House and Congress to treat the Pell Grant shortage as a financial "emergency," were unhappy with the committee's bill. The officials had argued that the increased demand for the grants was a direct result of the recession and that the

shortage should not be paid for with regular Pell Grant funds.

"It's clear that the subcommittee made an effort to place a priority on Pell Grants," said Becky H. Timmons, director of Congressional liaison for the American Council on Education. "You can look at the bill and see that, but it's tragic for the kids affected that the result is still going to be a reduced award to \$2,300, with frightening language that gives the department authority to set the limit even lower."

The one bright spot among the student-aid programs was the committee's proposed 59-percent increase in the federal contribution to the Perkins Loan Program. The panel raised the contribution to

## Members made it clear they were angry with the Education Department for not notifying them of the shortage until June.

\$248-million from \$156-million and suggested that some of the funds could be used for new programs that will be created under the reauthorization law.

Committee members did not specify which programs should get portions of the funds. Such distributions will be made when the House and Senate meet in the fall to design a final appropriations bill.

The committee's bill would reduce Supplemental Educational Opportunity Grants, College Work-Study, and State Student Incentive Grants below 1992 levels by 1 per cent.

The committee's cuts, however, would be less severe than the reductions that President Bush asked for in January. The President requested that supplemental grants be cut by 38 per cent, that work-study be slashed by 26 per cent, and that funds for Perkins loans and state grants be eliminated. The committee bill would trim nearly every other higher-education program by 1 per cent in 1993-94. That includes aid for historically black colleges and a collection of graduate-fellowship programs.

## Trio Programs Included

Also included in that group are the Trio programs, which help prepare disadvantaged high-school students for college and provide them with support services when they enroll. The programs had enjoyed large increases in recent years, but under the bill would fall to \$375-million—\$25-million below President Bush's request.

Lobbyists for biomedical research pointed out that the Appropriations Committee's actions were in sharp contrast to years past, when the committee has almost routinely increased the President's requests for the NIH. In fact, this year's House appropriations bill called for the smallest percentage increase that the committee had recommended for the NIH over the last ten years.

Spending for all of the biomedical agency's activities would total about \$9.2-billion, an increase of \$279-million over 1992, but a de-

crease of \$165-million from the President's request.

Every institute in the NIH would receive less than the President requested. But only one, the National Center for Research Resources, would receive less than it did in 1992.

The bill calls for a 2.4-percent increase for the National Cancer Institute, \$11.8-million less than the President requested. The National Institute of Allergy and Infectious Diseases, the unit that houses AIDS research in the NIH, would receive a 3-percent increase, \$20.8-million less than the Administration wanted.

David B. Moore, assistant director of governmental relations at the Association of American Medical Colleges, said that the small increases were due in part to the fact that Congress had delayed about \$175-million of the \$9-billion it allocated for the NIH last year. That money must come out of this year's awards, Mr. Moore said, adding: "The system can only be stretched so far."

## Spending for Women's Health

A bright spot for advocates of women's health research was language in the bill that would direct the National Cancer Institute to increase spending on breast, cervical, and ovarian cancer by at least one-third of what it is spending on these areas in 1992.

Rep. Richard J. Durbin, a Democrat from Illinois, said the cuts that the committee had recommended to the President's requests would have a "dramatically negative" effect on health research. He vowed to present an amendment on the floor of the House that would cancel support for the Space Station and redirect about \$350-million to the NIH.

While the small increase for the NIH is "understandable," this year, said Jerold Roschwin, director of federal relations at the National Association of State Universities and Land-Grant Colleges, "I am terrified that people are going to start to get used to these kinds of budgets."

## WASHINGTON ALMANAC

## In Federal Agencies

**Economic research.** The Commerce Department has proposed rules that revise existing regulations governing the selection, designation, operation, and financing of national estuarine research reserves. Comments must be received by August 31 (*Federal Register*, July 17, Pages 31,926-37).

**Information disclosure.** The Department of Education has issued proposed rules to require all higher-education institutions that participate in federal student-aid programs to disclose to current and prospective students and employees information about campus safety policies and graduation or completion rates. Comments must be received by August 24 (*Federal Register*, July 10, Pages 30,826-33).

**Student aid.** The Education Department has issued final rules that would amend existing regulations governing the Perkins Loan, College Work-Study, and Supplemental Educational Opportunity Grant programs (*Federal Register*, July 21, Pages 32,342-57).

## New Bills in Congress

**Copies of bills may be obtained from Representatives (Washington 20515) or Senators (Washington 20510).**

## HOUSE OF REPRESENTATIVES

**Environmental science.** HR 5587 would authorize the establishment of a program called ADEPT to link universities, foreign institutions, and Department of Energy laboratories in efforts to help developing nations acquire environmentally sound technologies. By Representative Green (R-N.Y.) and three others.

**Manufacturing technology.** HR 5536 would authorize the establishment of a National Commitment to Quality Award, a monetary prize to universities that teach "total quality management" in manufacturing-process technology. By Representative Ritter (R-Penn.).

**Social Security.** HR 5509 would bar Social Security payments to individuals who have dependent children but do not either work or attend courses at an educational institution for at least 30 hours a week. By Representative Cunningham (R-Cal.) and three others.

**Taxes.** HR 5624 would amend the Internal Revenue Code to exclude from income-tax calculations the value of certain scholarships awarded by employers. By Representative Donnelly (D-Mass.).

**SENATE**

**International exchange.** S 2663 would

seek to increase science and technology cooperation between the United States and Latin America by improving financing for research efforts and by establishing the Inter-American Scientific Educational Development Exchange to provide graduate and post-doctoral fellowships for American and Latin American students. By Senators Bingaman (D-N.M.) and Gore (D-Tenn.).

**Tax-exempt organizations.** S 2955 would require tax-exempt organizations with gross revenues over \$100,000 per year to notify donors of the availability of a disclosure form on the organization's expenditures. By Senator Warner (R-Va.).

**Tuberculosis.** S 2990 would amend the Public Health Service Act to authorize grants for the establishment of five Tuberculosis Prevention and Control Centers to conduct research on and treat the disease. By Senator Bradley (D-N.J.).

## Washington People

**Sarah Dillman**, professor of educational psychology at the University of Arizona, has been re-appointed by Education Secretary Lamar to the National Advisory Board of the Fund for the Improvement of Postsecondary Education and has been designated by Mr. Alexander to be chairwoman of the board.

**Max M. Kampelman**, a lawyer in Washington, has been nominated by President Bush to the Board of Directors of the United States Institute of Peace.

**John McCarthy**, a lawyer in Sacramento, has been appointed by Secretary Alexander as the Secretary's representative in the Education Department's regional office in San Francisco.

**Christopher H. Phillips**, a consultant to the State Department, has been nominated by President Bush to the Board of Directors of the United States Institute of Peace.

**Robert F. Sassoon**, president of the University of Dallas, has been appointed by Secretary Alexander to the National Advisory Board of FIPSE.

**Kathryn D. Sullivan**, a mission specialist at the Johnson Space Center (Houston), has been nominated by President Bush to be chief scientist at the National Oceanic and Atmospheric Administration.

**Steven S. Tigner**, professor emeritus of philosophy at the University of Toledo, has been appointed by Secretary Alexander to the National Advisory Board of FIPSE.

**Charles B. Wilson**, director of the Brain Tumor Research Center at the University of California at San Francisco, has been appointed by Secretary Alexander to the National Cancer Advisory Board.

**Edith Lee Yeo**, associate professor of education at the University of Houston-Clear Lake, has been appointed by President Bush to the J. William Fulbright Foreign Scholarship Board.

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## Even With Slim Purses, Some Colleges Find Ways to Start New Programs

By JOYE MERCER

Even in a year of painful budget cuts and legislative demands for efficiency, some public colleges are creating new academic programs.

■ Christopher Newport University will offer a master's program in physics this fall.

■ The University of California at Davis is establishing a department of Japanese and Chinese.

■ South Carolina State University will offer a teacher-certification program for people who have bachelor's degrees in other fields.

With public colleges across the country eliminating programs and thousands of courses, the creation of new offerings may cause some people to wonder, Is higher education really hurting for money, or are educators crying wolf?

Some people in higher education point out that when new programs are approved these days, it is often because they will benefit not only their institutions, but the state. Such real-world strategies will be increasingly necessary to justify expansion when states are pushing for retrenchment, academic observers say.

"In Ohio, it's a totally new environment," says Paul M. Dutton, a member of the Ohio Board of Regents, which can approve or reject new programs. "We are more concerned now than we ever have been about issues of cost-benefit, about eliminating duplication of programs among neighboring institutions, and about developing an appropriate mission for each institution."

New programs are likely to be created by a marriage of offerings from several departments, or expansions of existing offerings by shifting money from one department to another, rather than building from scratch.

### Informing the Legislature

Some educators say that when legislators see universities developing new programs in that fashion, it actually strengthens the argument that the campuses are economizing.

"It is difficult to convince legislators of how tight money is when they see new programs unless they are kept informed of how we're supporting these programs," says Jacqueline J. Snyder, dean of continuing education at Wichita State University. "I think the message is coming across."

New programs that respond to economic and societal pressures have the best chance for winning support, says Stanley Z. Koplik, executive director of the Kansas Board of Regents.

"The state demand for a new program is what sells it, along with the assistance it can provide in meeting a business and industry need," he says.

Despite a moratorium on new academic programs, Kansas regents this year approved an associate's degree in electronics technology for Wichita State University, in conjunction with the Wichita Area Vocational-Technical School. The board lifted its freeze for the technology program largely because of business and industry support.

Ms. Snyder estimates that the



Alexander C. Ewing of the North Carolina School of the Arts: "A major film school in the South will have a tremendous economic impact."

program may cost the university \$35,000 in administrative and instructional costs, but the money is likely to come from her department's budget and an existing program. The vocational-technical school would pick up other costs.

Jack S. Sampson, chairman of the Kansas board, voted against the offering because he believed regents were "letting the bars down too fast."

When new academic programs are approved, Mr. Sampson is a proponent of "growth by substitution"—money for something new must come from shifting existing resources.

If there is one thing that state governments look for today, says Aims C. McGuinness, director of higher-education policy for the Education Commission of the States, "it's not simply new programs, but the rethinking of current programs."

In the 1980's, many campuses "did things by add-on," Mr. McGuinness says. "But now the emphasis is on integration, on making better use of existing resources."

### Some Are Anathema

Peter J. Wierenga, head of the University of Arizona's Soil and Water Science Department, which won approval for a new environmental-science major beginning in 1993, agrees that programs requiring an infusion of money, or duplicating offerings, are anathema to state leaders.

Mr. Wierenga says the cost of his new program will be "relatively low" because most of the courses

already exist in other schools and departments.

"There is no way that a department such as ours can hope to do it all on our own," he says.

Many educators also emphasize that the wheels of higher education turn so slowly that some programs being approved today may have been in the works several years ago. Such is the case at Youngstown State University, where a doctoral program in educational leadership was discussed for seven years before its approval by the Board of Regents earlier this year.

Before the program could even

be considered, David P. Ruggles, education dean, had to get permission from the Board of Regents to design it, create a budget, and prove he had a nucleus of faculty members who would teach.

Mr. Dutton, who supported the Youngstown program, says some people would like to see a moratorium on new programs at a time when Ohio campuses are losing millions of dollars. But that, he says, would be shortsighted.

"The board must balance the immediate financial crisis with the long-range implications of suppressing the development of programs that have been in the pipeline for some time," he says.

### Justification Provided

Edward B. Fort, chancellor of North Carolina A&T State University, spent a decade pressing for doctoral programs in engineering on his campus. He won approval last March from the University of North Carolina Board of Governors to offer the degrees beginning in the fall of 1993. The cost of the programs has not been worked out, but support will come from the state, federal agencies, corporate donors, and foundations.

"We produce more blacks with baccalaureate degrees in engineering than any other university in the country," Mr. Fort says. "We used that as justification for Ph.D.'s of our own."

Mr. Fort also used national data predicting that by 2010, America will need thousands more Ph.D.'s than it now produces in engineering and the sciences to keep pace with demand.

"That kind of talent can't be produced only by Stanford and MIT. Help will have to come from black campuses that have research track records," he says.

UNC's board also approved a School of Film at the North Carolina School of the Arts—another idea spawned several years ago.

But there is a catch. While Alexander C. Ewing, chancellor of the School of the Arts, is seeking state bond money to build the school, he will look to businesses and foundations to support it in its first year.

## At U. of Maryland, Millions Are Freed in Program Cuts

COLLEGE PARK, MD.

Some lucky campuses are starting new academic programs this fall, but at the University of Maryland, a school and several academic departments have been eliminated to free up millions of dollars for existing activities.

Eliminating programs is never easy, but the process was less rancorous at College Park because a broad-based group was involved, says William E. Kirwan, the campus president.

"Here's an institution that is close to being unique," he says. "We were able to begin shifting resources in order to protect the quality of our institution."

Gerald R. Miller, president of the Faculty Senate, agrees that faculty and students participated in the decision making.

"It would be presumptuous to say we had a perfect process, but

we had a very good process," says Mr. Miller.

A few years ago, College Park began a planning process that included reorganizing some departments. The pace quickened when College Park lost \$40-million in state appropriations in two years.

A panel of administrators, faculty members, and students held hearings, and recommended to Mr. Kirwan what actions to take. The recommendations were approved by the Faculty Senate after more hearings. Later, the Board of Regents approved the plans.

### \$6.3-Million in Savings

Eliminated were the College of Human Ecology and seven academic departments. Eventually, the moves will save more than \$6.3-million, which will be used to strengthen existing programs.

"Our overriding objective was to protect the quality of the institution and not erode the quality," Mr. Kirwan says.

The school is projected to cost more than \$800,000 initially, mostly for salaries and equipment. The college already has embarked on a \$34-million fund-raising campaign.

### Economic Benefits

Aside from emphasizing student demand for the school, Mr. Ewing stressed the economic benefits and prestige that a film school would provide the state. "A major film school in the South will have a tremendous economic impact," Mr. Ewing says.

Even in Washington State, where educators have not had to be as frugal as elsewhere, economic points are helping to market academic programs. And, where possible, Washington's universities are finding money for new programs by siphoning money from other areas.

"We're seeing quite a growth in reallocation of faculty effort from another program," says Katrina A. Meyer, assistant director for program review with the state's Higher Education Coordinating Board.

The state is also looking at Washington's occupational needs, and often shaping new programs to meet them, Ms. Meyer says.

Washington State University at Spokane recently won approval from the board for a doctorate in pharmacy program, beginning in 1993.

"We felt the program could serve the needs of practicing pharmacists in the region," says Mahmoud M. Abdel-Monem, dean of the College of Pharmacy. Pharmacists may soon be required—or at least encouraged—to have a doctorate of pharmacy, he adds, "so it became even more urgent for us to develop this program."

However, Mr. McGuinness of the ECS warns that educators must be careful not to go too far in fashioning programs around the needs of the work force, and thereby threatening core programs. Educators must also be wary of stifling creativity to cut costs, he says.

"This could be a period of amazing internal renewal," Mr. McGuinness says, "or it could be seen as the Dark Ages of higher education, in which innovation and improvement and long-range view are things that are killed off."

to protect the quality of the institution and not erode the quality," Mr. Kirwan says.

Some critics have faulted university officials for weakening a department by first reducing its financial support, and then eliminating it because it was weak. But Mr. Kirwan says, "Some programs are simply better funded than others. It would have been very sad if the programs we had eliminated had been the best funded."

Aims C. McGuinness, director of higher-education policy at the Education Commission of the States, says the most successful universities will be those that do what Maryland did.

"Institutions that make those difficult decisions today will be the strongest institutions 10 years from now," he says. "Those that fail to take advantage of the opportunity will atrophy."

## Government & Politics

## Give & Take

A bill passed by the Louisiana Legislature would allow public college fund-raising groups to guarantee anonymity to private donors and keep private the way the groups spend the money they raise.

The bill, signed into law this month by Gov. Edwin W. Edwards, a Democrat, explicitly exempts booster groups like the Louisiana State University Foundation and LSU's Tiger Athletic Foundation from having to make their financial records public.

State Rep. John Guidry, a supporter of the measure, said some people won't donate if they know their names will be made public.

The measure merely clarified through statute what had already been the practice, he said.

"I don't see why the public has a right to know what people do with their private funds," Mr. Guidry said. "All the necessary safeguards, like auditors and boards of directors, are already there."

The bill provides that groups must reveal financial records only in connection with the public funds they receive.

The Louisiana Press Association opposed the bill, arguing that donors have the potential to affect policy and that their names should be made public. Johnny Koch, general counsel of the association, called the public-records law "regrettable."

He said foundations have the right to spend private money as they please, but that they should make their allocations public.

Mr. Koch said there was no credence in the claim that donors shy from publicity because they don't want their names handled about.

Back-to-back national basketball championships have given Duke University more than bragging rights. They helped the institution stave off a projected \$2-million deficit.

Sales of Duke T-shirts, bumper stickers, watches, caps, and plaques brought in more than \$2-million from July 1990 to June 1992. Memorabilia, sold through stores, mail orders, and licensing agents, continue to bring in money.

Duke won't know the full amount of revenue earned through licensing until later this year, according to Harry Rainey, director of store operations at the university.

Although Duke has made it to the Final Four six of the last seven years, and clothing sales have always been strong, Mr. Rainey said the championships had led to a marked boost in sales and licensing, including a jacket promotion in Italy that grossed \$80,000.

Said Mr. Rainey, "Everybody loves a winner."

The University of California at Davis has changed the name of its foundation to reflect the institution's "diverse strengths."

This month, the Cal Aggie Foundation became the UC Davis Foundation.

## Business & Philanthropy



Daniel M. Zurosky, director of radiation safety at the University of South Carolina: "Researchers everywhere potentially will be affected by the upcoming deadline."

## Looming Federal Law Sends Colleges Scrambling for Ways to Store and Dispose of Nuclear Waste

Institutions will face tough political battles when access to U.S. dumps is limited at year's end

By Debra E. Blum

A FEDERAL LAW that will make it harder than ever to dispose of low-level radioactive waste after the end of this year has industry and academe scrambling to find ways to handle their nuclear garbage.

The deadline has prompted colleges and universities that generate nuclear waste on their campuses to seek ways to increase their capacity for the temporary storage of waste and to reduce the amount of waste they produce.

Some institutions, however, have limited storage space and limited money to build more facilities—and face the prospect of a public unresponsive to the idea of more nuclear waste stored, even temporarily, in its backyard.

"We're probably looking at a good two or three or more years of uncertainty about what we can do with our waste," says James Tripodes, associate director for environmental regulatory affairs at the University of California at Irvine. "We'll all do our best to accommodate our researchers and our communities for as long as possible."

While researchers in university labora-

tories produce only a small fraction of the yearly output of low-level radioactive waste, they may be gravely affected by disposal problems, some observers say.

"Radioactivity has become a part of science," says Daniel M. Zurosky, director of radiation safety at the University of South Carolina. "Researchers everywhere potentially will be affected by the upcoming deadline. If it comes to the point where we have nowhere to put our radioactive waste, we may have to stop certain kinds of research. It would be a last alternative, a very unpopular move, but it could be a reality."

Since the early 1960's, low-level radioactive waste has been disposed of by burial at federally licensed, privately operated dumps. At one time, six of those dumps existed, but three were closed when their waste contaminated nearby soil and water. The three that remain are in South Carolina, Nevada, and Washington State. The Nevada site will close its doors at the end of this year.

Under the Low-Level Radioactive Waste Policy Act, passed by Congress in 1980 and amended in 1985, access to the

remaining sites will be limited after December 31, 1992, to waste generators from the host states and from other states that have made special compacts with the host states.

Since the host states will no longer be required to accept waste from outside their own borders, the law says that states or groups of states in the same region must develop new disposal sites or otherwise manage their own waste.

### Political Hot Potato

As the deadline approaches, states are slowly moving to find solutions. Many have formed multi-state compacts in which one state will be the repository for the partners' waste. But the issue has become a political hot potato as battles over possible dump sites have intensified. Rancorous disputes have been playing out in Illinois, New York, Pennsylvania, and Michigan, among other states, where residents who live near proposed sites have waged angry campaigns against them.

No new disposal sites have been opened. Some observers say new sites

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## Students

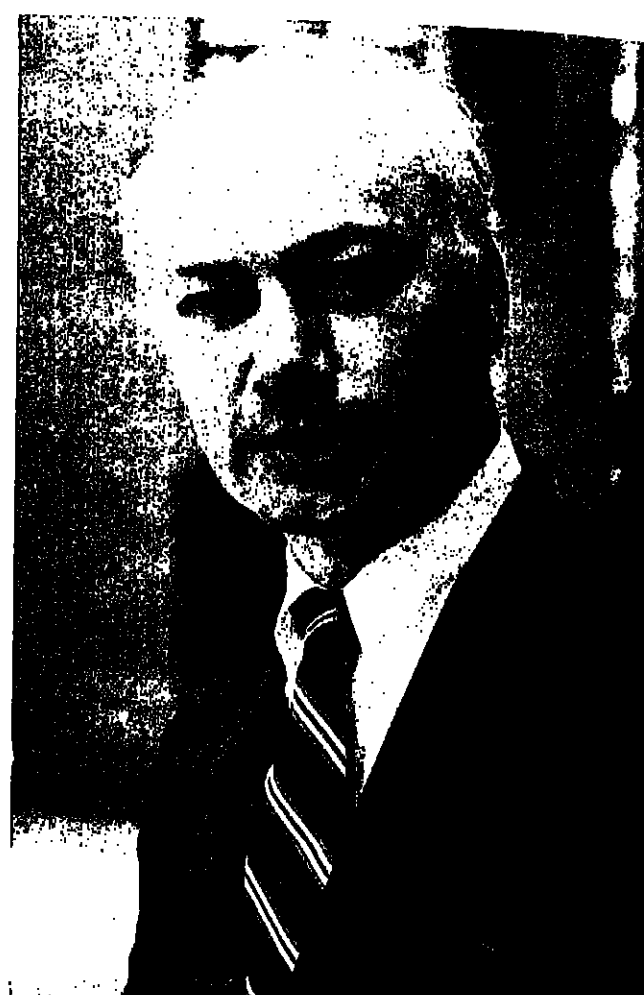
### Court's Decision on 'Hate Crimes' Sows Confusion

Ambiguous ruling said to offer little guidance on speech codes

By Christopher Shea



Maureen A. Hartford of the U. of Michigan: "We will hold meetings to make sure the entire community can contribute to the discussion."



Ron Robinson, president of the Young America's Foundation: "The government in St. Paul attempted to license one side of the debate."

WHILE the recent Supreme Court decision that overturned a "hate crimes" law in St. Paul is widely viewed as one that will reshape "hate speech" codes at college campuses, higher-education officials say it is not readily apparent what form the reshaping will take.

Some speech codes—such as one proposed at the University of Arizona that would ban "vilification" of a student's age, sex, or religion—are clearly dead in the water. But college administrators and legal counsel say the fate of others is less certain because of ambiguities in the Court's decision, which was written by Justice Antonin Scalia.

The decision, they say, offers little guidance to colleges that wish to protect minority groups from harassment. More than a month after the decision was handed down, only a handful of institutions have made definitive judgments of its effect:

- The University of Michigan suspended enforcement of the section of its code dealing with hate speech.

- The law professors who wrote the proposed University of Arizona code say it is now all but worthless.

- The University of California system and the University of Connecticut have concluded that their codes would be upheld if challenged.

Many public-college officials, however, say they will study the issue and wait to see how the decision is interpreted by lower courts. Officials of private colleges, which are not directly affected by the decision, say they will wait to see what sort of consensus develops. The Court said that so-called "fighting words"—speech that either tends to incite violence or is so hateful that using it inflicts injury—could be prohibited, but not selectively.

Two days after the decision was handed

down, Elsa Kircher Cole, legal counsel for the University of Michigan, advised administrators to suspend enforcement of the institution's speech code.

"We prohibited speech which consists of racial, sexual, or ethnic epithets," Ms. Cole says. "We didn't ban all epithets, so the decision seemed to be on point."

#### Doubts About Constitutionality

This is the second time that a Michigan speech code has effectively been nullified by the courts. A district court ruled in 1989 that the institution's first speech code was overly broad.

Even before the St. Paul decision, Ms. Cole had doubts about the constitutionality of the second Michigan code. Since March, she and Maureen A. Hartford, vice-president for student affairs at Michigan, have been drafting yet another speech code. Ms. Hartford mailed out 36,000 copies of the latest version to students and faculty members last week. She included a survey, in order to canvass the recipients' reactions.

"We're concerned about doing anything during the summer when students don't have the chance to react," she says. "In the fall we will hold 'town hall' meetings to make sure the entire community can contribute to the discussion."

Ms. Hartford hopes to have the new student-conduct code in place by early October.

The University of Arizona's code may never be implemented. An eight-member committee of faculty members and administrators spent a year writing a policy on hate speech.

Arizona's president was reviewing it in preparation for sending it on to the state regents. Now, Arizona may have to start over or give up. "The decision pretty much cut the ground out from under our

formulation," says Charles E. Ares, a law professor who helped write the code.

In contrast, administrators in the University of California system breathed a sigh of relief after the Court's decision. "We were one of the few who guessed right," says Gary Morrison, general counsel for the system. "We didn't anticipate the new Scalia doctrine, but our policy prohibits all fighting words."

At the University of Connecticut, the consensus also was that no change would be required. Its code bans all "fighting words" and was written with the help of the state affiliate of the American Civil Liberties Union.

Institutions that do not rely on the concept of "fighting words" in their codes were less certain about the implications of the decision. The Court clearly stated that speech could not be restricted because of its content. But Justice Scalia also wrote that "words can in some circumstances violate laws directed not against speech but against conduct," and singled out sexually harassing language in some situations as an example of unprotected speech.

#### Definitions of Epithets

No one seemed to know the scope of that exception. Says Robert A. Reichley, Brown University's vice-president of university relations: "The big question that I think is at the heart of the issue, which is not greatly illuminated by the Supreme Court decision, is, When does harassing speech become behavior?"

The speech code recently adopted at the University of Wisconsin targets harassment by prohibiting epithets directed at individuals. A previous code was struck down by a district court in 1991 because it was overly broad. The new code, which will be reviewed by the university's Board of Regents in September, defines "epi-

thet" as a slur against, among other things, a student's race or religion.

"I don't think it is at all clear that our code would not stand up, even if you go right down the line with the Scalia opinion," says Patricia Hodulik, senior legal counsel for the Wisconsin system. "They're not talking about words directed at individuals."

Gretchen Miller, legal director of the ACLU of Wisconsin, said the university was mistaken if it thought its code would withstand scrutiny by the courts. "We had concerns about the constitutionality of the rule before the decision," she said. "It has been our general consensus that the decision casts even more doubt on the constitutionality of the Wisconsin rule."

Pennsylvania State University officials think their code has a chance of surviving. It calls for increased penalties when physical attacks or other conduct violations are accompanied by biased speech. Vice-Provost James B. Stewart says the policy is safe for now, but he notes: "Some say that additive codes may be the next to go."

At the University of Montana, where administrators had decided before the decision that writing a speech code would be more trouble than it was worth, legal counsel Joan E. Newman says she is still interested in an enhanced-penalties statute like Pennsylvania State's.

Barbara B. Hollmann, dean of students at Montana, suggests that institutions looking for their speech codes might redouble their efforts at education. "We are going to focus on peer education," she says, "and on mediation of disputes in residence halls."

San Francisco State University, which was recently commended by the Western Association of Schools and Colleges for its success in defusing ethnic tension, does not have a speech code. Says Robert A.

Corrigan, the university's president: "Most important is the willingness of presidents and chancellors to take strong stands when issues of conflict arise."

Meanwhile, officials at several private colleges say they will wait and watch. Private institutions are freer to regulate conduct on their campuses than are their public counterparts.

Officials at Kalamazoo College, and Brown, Stanford, and Emory Universities say they have no immediate plans to tinker with their hate-speech policies, even if the policies do not meet the new standards for public institutions.

Says Marilyn J. Laplante, dean of students at Kalamazoo College: "We will leave it in place until we have a case within our own system to test it."

#### Questions Left Unanswered

Public- and private-college officials say that the questions left unanswered by the decision underscore the complexity of the First Amendment questions at stake: Can hostile-environment laws meant for the workplace be applied to campuses? Can hate speech directed against minority groups be banned without reference to its content?

Far from definitively settling the issue, higher-education officials say the recent decision merely frames new terms for debate. Whatever the uncertainties, however, it seems clear that the "speech codes" issue will continue to be a battlefield in the culture wars between left and right on campuses.

Speaking at a conference of conservative students in Washington, Ron Robinson, president of the Young America's Foundation, exhorted his audience to fight conduct codes that restrict speech. "The government in St. Paul attempted to license one side of the debate," he said. "That is what liberals try to do on campus. Does anyone know of any speech code that prevents conservatives from being called fascists or Nazis?"

## Athletics

Rutgers University and the University of Wyoming are the latest institutions to unveil efforts to bring their sports programs into compliance with federal laws prohibiting sex discrimination.

Soured by budget cutbacks, pressure from the public, Congress, and government agencies, a spate of sex-discrimination lawsuits, and their own vigilance, colleges have been paying more attention to how they treat female athletes.

Both Rutgers and Wyoming have found that current practices in their athletics department may violate Title IX of the Education Amendments of 1972, the federal law barring sex discrimination at institutions that receive federal aid.

An internal study ordered last year by Rutgers' president, Francis L. Lawrence, found that female athletes were not getting their fair share of scholarship money. Their women made up 36 per cent of the university's athletes last year, they received only 26 per cent of the athletics aid.

Rutgers intends to raise \$185,000 from private donations over the next three years

## Hampton U. Revises Rule That Barred Students With AIDS

By MARY CRYSTAL CAGE

Hampton University has revised a policy that banned students with AIDS from attending the institution.

But R. Kent Willis, director of the American Civil Liberties Union in Virginia, said the new policy was "gibberish." He added: "They've broken with an illegal past, but they haven't renounced it."

The university said it would now evaluate its students' health on a case-by-case basis and "at a minimum take into consideration applicable federal and state laws" that bar discrimination against people with

AIDS. It said it would also consider the recommendations of various federal and private health organizations.

The old policy was direct: "The university will require a student to withdraw from the university, if the student is known to be infected with AIDS." That statement was printed in the university's student handbook and dates at least from 1987. University officials said, however, that no one had been dismissed under the policy.

Even so, legal experts and advocates for people with AIDS said the old policy was discriminatory and violated both Virginia

law and the federal Americans With Disabilities Act.

As for the new policy, Mr. Willis said: "They haven't made an affirmative statement of non-discrimination. They haven't backtracked a bit."

Sylvia Rose, Hampton's general counsel, said university officials had been working with the Peninsula AIDS Foundation for several months to revise the policy when reporters at the Newport News (Va.) Daily Press began asking questions about what the institution would do if it learned that a student had developed AIDS.

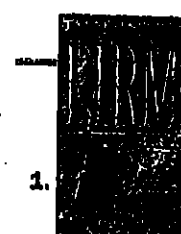
#### Praise for New Approach

Two days before the newspaper was scheduled to publish a lengthy article about the policy and what lawyers and health professionals thought of it, Hampton officials announced that they had revised it.

Although Hampton has been criticized by civil-rights advocates and others, Donna Dittman Hale, executive director of the Peninsula AIDS Foundation, praised the university's new approach, which emphasizes education. "The fact is that they are conducting a number of AIDS-education programs," Ms. Hale said. "We have worked with a number of sociology professors to provide both a person who is HIV-positive and a professional from the foundation to address their classes."

A. Cornelius Baker, director of public policy and education for the National Association of People With AIDS, said he was particularly troubled by the university's old approach to dealing with AIDS because it emphasized dismissals instead of education. It is especially important that colleges develop AIDS-education programs, he said, because more than a third of the Americans diagnosed as having AIDS became infected with the disease when they were 18 to 21 years old.

### What They're Reading on College Campuses



The Firm, by John Grisham

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
Life's Little Instruction Book, by H. Jackson Brown, Jr.	The Kitchen God's Wife, by Amy Tan	The Heir to the Empire, by Timothy Zahn	A Time to Kill, by John Grisham	Live and Learn and Pass It On, by H. Jackson Brown, Jr.	Patriot Games, by Tom Clancy	America: What Went Wrong? by Donald L. Bartlett and James B. Steele	Oh, the Places You'll Go! by Dr. Seuss	Needful Things, by Stephen King	
1	—	—	—	5	—	4	3	—	—

The Chronicle's list of best-selling books was compiled from information supplied by stores serving the following campuses: American U., Baylor U., Bucknell U., Carleton College, Carnegie Mellon U., Case Western Reserve U., Central Michigan U., Cleveland State U., Dartmouth College, Denison U., Duquesne U., Idaho State U., Iowa State U., Kent State U., Lawrence U., Ohio State U., Pennsylvania State U., Princeton U., Rutgers U., San Diego State U., San Francisco State U., Southern Methodist U., Stanford U., State U. of New York at Buffalo, Tulane U., U. of California at San Diego, U. of Hawaii, U. of Illinois at Urbana-Champaign, U. of Iowa, U. of Maine, U. of Maryland Baltimore County, U. of Missouri at Columbia, U. of Nebraska at Lincoln, U. of New Orleans, U. of Pittsburgh, U. of Puget Sound, U. of Wisconsin at Madison, U. of Wisconsin at Milwaukee, Washington U. (Mo.), and Wichita State U. Reports covered sales of hardcover and paperback books in June.

- Rutgers and Wyoming review compliance with Title IX
- NCAA panel will probe fiscal status of college sports

to increase the share of scholarship money it gives to female athletes.

At Wyoming, a compliance review initiated last year by the Denver regional office of the Education Department's Office for Civil Rights found that the university might not be providing enough opportunity for women to participate in sports. Women make up 47 per cent of the student body, but only 22 per cent of the athletes.

Terry P. Roark, Wyoming's president, said the university was preparing a survey to assess the athletics interests of its female students and those of female students at local high schools. The university may add new women's sports if the survey finds unmet needs, he said, or eliminate or reduce the size of men's teams to meet the federal requirements. —DEBRA E. BLUM

The National Collegiate Athletic Association has named 21 presidents and

sports officials to a panel that will review the financial condition of college sports.

The committee, which will be chaired by James E. Delany, commissioner of the Big Ten Conference, was established by the NCAA presidents' commission as part of its strategic plan. Financial issues will be the focus of the association's January 1994 convention. Mr. Delany's committee is expected to take up such issues as sex equity for women, coaches' compensation, the influence of booster groups, and the possible use of need-based aid in place of athletic scholarships.

The committee includes 10 college presidents and chancellors: John R. Brazil of Bradley University; David G. Carter of Eastern Connecticut State University; Edward B. Fort of North Carolina A&T State University; Claire L. Gaudiani of Connecticut College; Asa N. Green of Livingston University; William H. Mobley of Texas

A&M University; Diane S. Natalicio of the University of Texas at El Paso; Oscar C. Page of Austin Peay State University; Judith A. Ramsey of Portland State University; and Thomas J. Scanlan of Manhattan College.

The panel also includes two faculty athletics representatives—Daniel G. Gibbons, a law professor at the University of Oklahoma, and Max W. Williams, director of the Center of Population Studies at the University of Mississippi—and eight sports officials.

Five of the eight are athletics directors: Eve Atkinson of Lafayette College; Ferdinand A. Geiger of the University of Maryland at College Park; Jerry M. Hughes of Central Missouri State University; Michael B. McGee of the University of Southern California; and Jenefer P. Shillingford of Bryn Mawr College.

The other three members are associate directors of athletics: Judith M. Brame of California State University at Northridge, B. Kaye Hart, of Utah State University, and Patricia H. Meiser-McKnett of the University of Connecticut.

—DOUGLAS LEDERMAN



## Dispatch Case

Nearly 100 leading French academics and intellectuals have organized an effort to evaluate higher education in France and propose ways to improve it.

"The government keeps trying to shove inappropriate reforms down our throats. We decided it was time for us to react and propose well-thought-out, concrete solutions to the problems of the universities," said Christophe Charle, a professor at the Institute of Modern and Contemporary History in Paris and a founding member of the movement, along with Jacques Derrida, the philosopher.

The two were part of a group that in June published an appeal to academic colleagues in several French newspapers. The response led to the formation of a non-profit association to take up the cause.

According to Mr. Charle, a series of workshops and open meetings will be held in the fall to air ideas on the major issues in higher education. Chief among them is the long-delayed reform of the first two years of university education. This has been the subject of debate for several years and remains a source of controversy in academe (*The Chronicle*, March 4).

The academics are also upset about the standards now used to determine which research wins financing. "Research is more and more subject to the short-term, immediate demands of society or industry," Mr. Charle said.

He added that if academics did not come up with their own proposals to solve higher education's problems, "the administration will decide for us."

"There is such a need for reform," Mr. Charle said. "So many unkept promises have been made that a general climate of discouragement reigns. We hope that getting people involved in finding solutions will also help boost their morale."

The Israeli Army ended its encirclement of An-Najah University in the West Bank after the Israeli government reached an agreement with the Palestinian leadership in the Occupied Territories.

Israeli troops surrounded the university two weeks ago, contending that a number of armed Palestinians sought by the army had entered the campus. Students and faculty members refused to leave the campus and submit to searches by the soldiers.

According to the agreement, which was reached with the help of American mediators, six of the men sought by the Israelis will be exiled to Jordan for three years.

Both the Israeli government and the Palestinian leadership expressed satisfaction that the crisis had been resolved without bloodshed.

According to Gen. Danny Rothschild, Coordinator of Israeli Activities in the Occupied Territories, "It showed that there are people in the territories we can talk to."

## International

### 2 Years After Socialism, Nicaragua's Students Fight a New Battle

Budget crisis imperils access for masses

By Justin Burke



At the U. of Central America, revolutionary messages have faded in the minds of many students even though pro-Sandinista murals are still seen on the walls.

LEÓN, NICARAGUA  
More than two years after the collapse of the socialist revolution, pro-Sandinista murals and slogans are still in evidence on the walls of Nicaragua's National University campus here.

"Everything to the battle front—Everything for the troops," says one slogan, referring to the Sandinista regime's nearly 10-year war against the U.S.-backed rebels known as the contras.

#### 'No Money for Anything'

But while the murals seem to have retained most of their vivid colors, their revolutionary messages have faded in the minds of many students. These days there appears to be little interest on the campus, once a hotbed of Sandinista support, in furthering the revolutionary cause. The students are now preoccupied with another battle—keeping Nicaragua's four universities open to the masses.

"The conditions for studying are terrible. There's no money for anything," says Erick Fonseca, a mathematics major at the

university here, about 50 miles northwest of Managua, the capital.

Indeed, a budget crisis is forcing administrators to consider drastic changes in Nicaraguan higher education. Under the Sandinistas' socialist-based policies, a university education was widely accessible to Nicaraguans and heavily subsidized by the government.

But that has started to change, following the election of the center-right UNO coalition led by President Violetta Chamorro. Faced with a severe economic crisis, the Chamorro government wants to cut back total appropriations to the country's universities by about 22 per cent, to about \$24-million.

Currently, the universities are just getting by, says Socorro Brenes, a professor of English at Managua's University of Central America, commonly called UCA. Government allocations barely cover faculty salaries, she says, adding that little is left for research, equipment, supplies, and scholarships.

"Our salaries aren't enough. Professors

have to take second jobs, mostly as private tutors," says Ms. Brenes, who earns the equivalent of about \$220 a month.

One way in which the country's universities may try to offset the loss of government funds is to charge tuition. But according to Miguel Ernesto Vilij, vice-rector at UCA, only about half of the students now enrolled at the institution could afford even a modest charge.

"The situation seems to be going back to the previous system of the colonial Spanish way," says Mr. Vilij, a former Minister of Housing under the Sandinistas. "The top 5 per cent of the population will have everything, and the rest will live in poverty."

#### 'We All Have the Same Problems'

The situation may appear bleak, but the universities have demonstrated their ability to survive both hard times and some peculiar problems of adjustment. Following the end of the Nicaraguan civil war, Sandinista supporters suddenly found themselves sitting in the same classrooms with their former contra enemies. The potential for confrontation was great, but the universities managed to get by without major unrest.

"At first, some people gave me problems," recalls Uriel Rodriguez, a first-year student at UCA who served in a contra army for four years. "But now I talk to Sandinistas and they talk to me. We realize we all have the same problems."

#### Dim Job Prospects

Even if the universities somehow manage to weather the budget crisis, their students face a grim future.

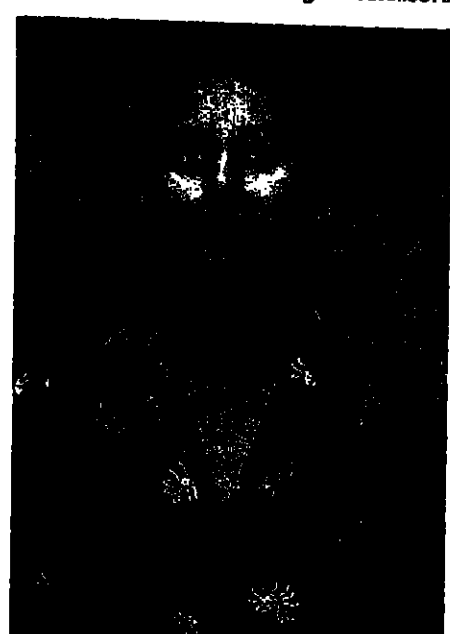
With the Nicaraguan economy struggling to get back on its feet, students realize the prospects of finding a good job when they graduate are dim.

"Everyone knows the situation," says Jorge Luis Moreno, a fourth-year English major. "We know we won't have much of a chance to become rich in Nicaragua, but we'll be content to survive."

"If I have enough money so that I can eat," he adds, "I'll be happy."



Miguel Ernesto Vilij, vice-rector of the U. of Central America: "The situation seems to be going back to the previous system of the colonial Spanish way."



Socorro Brenes, a professor of English at the U. of Central America: "Our salaries aren't enough. Professors have to take second jobs, mostly as private tutors."

## Name Dropping

THE BUDGETARY PROBLEMS facing virtually all institutions these days have spawned some interesting maneuvers. In one, Tom Harris, chancellor of the 155-square-mile North Orange County Community College District in southern California, has had his duties expanded to include the operation of the district's Cypress College.

The move came after Kirk Avery, president of Cypress, left to become vice-president for administrative services at Monterey Peninsula College. It is supposed to remain in effect for a year, after which the Board of Trustees will evaluate its effectiveness.

Mr. Harris says the consolidation will lead to savings in administrative expenses: The district has recently cut nearly \$6-million from its operating budget—\$3.9-million this year and \$1.9-million next year.

Mr. Harris also sees an opportunity to explore new organizational structures: "We are being asked to do more with less money, and we're moving toward a system of shared governance in which the faculty, students, and staff play a greater role in the decision making."

Here's one aspiring medical student who needn't worry about finishing her education burdened by heavy debts: Caroline Tio, who had just quit her job as a laboratory technician to begin studying full time before taking the Medical College Admission Test this fall, recently won \$23.2-million in the California Lottery.

The money will not change her plans. At a news conference, Ms. Tio said: "Just because you don't have to work for the rest of your life doesn't mean that there aren't things you want to do."

Ms. Tio wants to become either a pediatrician or an obstetrician and said she would use some of her winnings to help her older sister, Imelda, already a medical student at the University of Southern California.

Ramapo College recently named a philosopher as dean of its School of Administration and Business. Richard Bond, a member of the school's faculty since its founding, says his appointment reflects Ramapo's emphasis on business ethics. About his appointment, Mr. Bond says: "The significance is not that Richard Bond has taken this position. What it says about the school, and I think about Ramapo, is here you have a person hired to teach philosophy actually heading a business school, and you have a sense that that's o.k. from the business people, the liberal-arts people, and the traditional business people."

Anthony J. Santoro assumed the deanship of the new school of law at Roger Williams University on July 1.

The school—which will welcome its first students in August 1993—is not the first that Mr. Santoro has helped establish. He was previously involved in the founding of the Western New England School of Law and of law schools at the University of Bridgeport, Widener University, and St. Thomas University in Florida.

Mr. Santoro was dean and professor of law at Widener before accepting the Rhode Island post.

With the recent revelations about sexual harassment in the armed forces, Charles Moskos, professor of sociology at Northwestern University, may be in for more work than he anticipated. He's been appointed a member of the Presidential Commission on the Assignment of Women in the Armed Forces.

## Gazette

APPOINTMENTS, RESIGNATIONS, & DEATHS



Charles E. Cannon  
Columbia College  
Chicago



Paula Hooper Mayhew  
Marymount Manhattan  
College



Barbara A. Wyles  
Northern Virginia  
Community College



Ching Jen Chen  
Florida A&M U.  
& Florida State U.



Rosina M. Bacerra  
U. of California  
at Los Angeles



Thomas D. Sepe  
Mercer County  
Community College

■ **New college and university chief executives:** Dean Junior College, John A. Dunn, Jr.; Mercer County Community College, Thomas D. Sepe; Mott Community College, Allen D. Arnold.

■ **Other new chief executive:** Institute of European Studies/Institute of Asian Studies, Adelyn Dougherty.

## Appointments, Resignations

Clyde Arnold, chair of business and economics at Northern State U., to dean of the school of business.

Allen D. Arnold, vice-president for academic affairs at Triton College, to president of Mott Community College.

Ashim K. Basu, associate dean of the school of business, society, and public sciences and physical education at East Stroudsburg U.

Eugene L. Beaupre, doctoral candidate at U. of Cincinnati, to director of community relations at Xavier U. (Ohio).

Rosina M. Bacerra, professor of social work at U. of California at Los Angeles, to dean of the school of social welfare.

Karen Bell, associate professor of dance at Ohio State U., to associate dean of the college of the arts at Ohio State U.

Melanie Moore Bell, registrar at Whitworth College, to registrar at Gonzaga U.

Russell J. Bent, professor of professional psychology at Wright State U., to dean of the school of professional psychology.

Mauro M. Biondani, dean of instruction at Cabrillo College, to vice-presi-

dent and assistant superintendent for instruction.

William G. Bonaldi, dean of instruction at Truckee Meadows Community College, to chief academic officer at Northern Nevada Community College.

Frank O. Brady, professor of biochemistry and molecular biology at U. of South Dakota School of Medicine, to dean of the division of health sciences.

Charles E. Cannon, faculty member at Illinois Mathematics and Science Academy (Chicago), to chair of science and mathematics at Columbia College Chicago.

P. Michael Carey, associate dean of career programs, continuing education, and career services at Catonsville Community College, to dean of institutional advancement and community services.

Colette V. M. Conway, dean of continuing education at Community College of Denver, to academic vice-president of Western New Mexico U.

Ching Jen Chen, professor and chair of mechanical engineering at U. of Iowa, to dean of the Florida A&M U./Florida State U. College of Engineering.

Lawrence S. Cohen, acting deputy dean of the School of Medicine at Yale U., to deputy dean.

Martha M. Conley-Williams, former chair of the Franklin division at Paul D. Camp Community College, to dean of instruction and student development at Rappahannock Community College.

J. Grady Cox, professor of industrial engineering at Auburn U., has retired.

John A. Dunn, Jr., acting president of Dean Junior College, to president.

Paula Hooper Mayhew, associate director of Commission on Higher Education at Middle States Association of Colleges and Schools, to vice-president for academic affairs and dean of faculty at Marymount Manhattan College.

John J. Kelly, Jr., chairman of the board of trustees at St. Anselm College, to vice-president for college advancement.

Lesley G. Ruzakowski, former promotion director at WOAC-TV (Canton, Ohio), to director of college relations at Firelands College of Bowling Green State U.

R. Joseph Saville, director of the alumni office at U. of Southwestern Louisiana, to vice-president for university advancement.

G. James Schmidt, chief operating officer of Research Libraries Group (Sanford, Cal.), to university librarian at San Jose State U.

Kleon G. Schriener, director of institutional program evaluation at U. of Texas Health Science Center at Houston, to director of the adult-degree program of the Cleveland center of Capital U.

Thomas D. Sepe, vice-president and chief academic officer of Mercer County Community College, to president.

Continued on Following Page



## Gazette

Barbara P. Pirvis, dean of the faculty of applied science and education at State U. of New York College at Buffalo, to vice-president for academic affairs at State U. of New York College at Brockport.

David Skorton, professor of internal medicine and of electrical and computer engineering at U. of Iowa, also to vice-president for research.

Virginia M. Blimmer, professor of home economics at Murray State U., to dean of the college of technology and applied sciences at Northern Michigan U.

William J. Small, professor of communications at Fort Hays U., also to dean of the graduate school of business administration.

Gary L. Smith, associate director of the Applied Physics Laboratory of Johns Hopkins U., to director.

Susan P. Stagg, former dean of admissions at Mount Holyoke College, to director of guidance and college counseling at Porter-Gaud School (Charlotte, S.C.).

John M. Sullivan, dean of admissions and financial aid at College of St. Elizabeth, to director of admissions at Saint Joseph's U. (Pa.).

Jim Turcato, director of admissions at Dallas Baptist U., to vice-president for university advancement.

William G. Wadland, associate professor of family practice in the college of medicine at U. of Vermont, to professor and chair of family practice at Michigan State U.

Kenneth W. Woodward, manager of medical support and screening programs at Xerox Corporation (Rochester, N.Y.), to associate dean for minority affairs and professor of pediatrics in the School of Medicine and Dentistry at U. of Rochester.

Barbara A. Wylen, associate dean for curriculum services at Northern Virginia Community College, to provost of the college's Alexandria campus.

## IN THE ASSOCIATIONS

John C. Greene, dean of the school of dentistry at U. of California at San Francisco, has assumed the presidency of International Association for Dental Research.

Marilyn L. Miller, professor and chair of library and information studies at U. of North Carolina at Greensboro, has assumed the presidency of American Library Association.

Ulna North, assistant dean of California Western School of Law, has assumed the presidency of National Association for Law Placement.

## MISCELLANY

Adelyn Dougherty, senior vice-president and director of human resources at First Colonial Bankshares Corporation (Chicago), to president of Institute of European Studies/Institute of Asian Studies.

## Deaths

Philip D. Adams, 57, professor emeritus of humanities and theater at Western Michigan U., July 1 in Kalamazoo, Mich.

Harold T. Amrine, 76, professor emeritus of industrial engineering at Purdue U., June 29 in West Lafayette, Ind.

Alfred Gossaty Baker, 83, former pro-

fessor of education at Boston U., July 10 in Sun City, Ariz.

Alfred Croft, 88, former professor of history at U. of Denver, July 1 in Berkeley, Cal.

Leonard A. Eisenberg, 48, associate professor of anthropology at State U. of New York College at Palatka, July 10 in New Palatka, N.Y.

John W. Gammill, 61, former professor of mathematics at U. of Tennessee at Martin, July 1 in Martin, Tenn.

W. Patricia Golden, 52, professor of sociology and anthropology at Northeastern U., July 13 in Boston.

Richard P. Goldthwait, 81, former chairman of geology and mineralogy

at Ohio State U., July 7 in Wolfboro, N.H.

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Douglas R. Tomlinson, 43, associate professor of English and film studies at Montclair State College, June 30 in Barrie, Ontario.

John S. Vanko, 63, professor emeritus of surgery at Ohio State U., June 29 in Ashville, Ohio.

E. Bright Wilson, 83, professor emeritus of chemistry at Harvard U., July 12 in Cambridge, Mass.

Building, Edmonton, Alberta T6G 2H1; (403) 492-5889.

■ **24-28: Philosophy.** Division meeting, Australasian Association of Philosophy, University of Otago, Dunedin, New Zealand. Contact: Andrew Moore, Philosophy Department, University of Otago, Dunedin, New Zealand.

■ **25-30: Philosophy.** "On the Politics," symposium, University of Bristol, Bristol, England. Contact: Christopher Rowe, Classics and Archaeology, University of Bristol, 11 Woodland Road, Bristol BS8 1TB, England.

■ **30-September 4: Fund raising.** "The Fund Raising School: Principles, Techniques of Fund Raising," Indiana University, Boulder, Colo. Contact: Center on Philanthropy, Indiana University, Suite 301, 550 West North Street, Indianapolis 46202-3162; (317) 274-7063, fax (317) 684-8900.

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## Gazette

Barbara P. Siriv, dean of the faculty of applied science and education at State U. of New York College at Buffalo, to vice-president for academic affairs at State U. of New York College at Brockport.

David Skorton, professor of internal medicine and electrical and computer engineering at U. of Iowa, also to vice-president for research.

Virginia M. Sillmer, professor of home economics at Murray State U., to dean of the college of technology and applied sciences at Northern Michigan U.

William J. Small, professor of communications at Penn State U., also to dean of the graduate school of business administration.

Gary L. Smith, associate director of the Applied Physics Laboratory of Johns Hopkins U., to director.

Susan P. Stagg, former dean of admissions at Mount Holyoke College, to director of guidance and college counseling at Porter-Gaud School (Charleston, S.C.).

John M. Sullivan, dean of admissions and financial aid at College of St. Elizabeth, to director of admissions at Saint Joseph's U. (Pa.).

Jim Turekto, director of admissions at Saint Joseph's U., to vice-president for university advancement.

William G. Wedeman, associate professor of family practice in the college of medicine at U. of Vermont, to professor and chair of family practice at Michigan State U.

Kenneth W. Woodward, manager of medical support and screening programs at Xerox Corporation (Rochester, N.Y.), to associate dean for minority affairs and professor of pediatrics in the School of Medicine and Dentistry at U. of Rochester.

Barbara A. Wyne, associate dean for curriculum services at Northern Virginia Community College, to provost of the college's Alexandria campus.

## IN THE ASSOCIATIONS

John O. Greene, dean of the school of dentistry at U. of California at San Francisco, has assumed the presidency of International Association for Dental Research.

Marilyn L. Miller, professor and chair of library and information studies at U. of North Carolina at Greensboro, has assumed the presidency of American Library Association.

Udo North, assistant dean of California Western School of Law, has assumed the presidency of National Association for Law Placement.

## MISCELLANY

Adelyn Dougherty, senior vice-president and director of human resources at First Colonial Bankshares Corporation (Chicago), to president of Institute of European Studies/Institute of Asian Studies.

## Deaths

Phillip D. Adams, 57, professor emeritus of humanities and theater at Western Michigan U., July 1 in Kalamazoo, Mich.

Harold T. Amrine, 76, professor emeritus of industrial engineering at Purdue U., June 29 in West Lafayette, Ind.

Alice Groszky Baker, 83, former pro-

fessor of education at Boston U., July 10 in Sun City, Ariz.

Alfred Crofts, 88, former professor of history at U. of Denver, July 1 in Berkeley, Cal.

Leonard A. Eisenberg, 48, associate professor of anthropology at State U. of New York College at New Paltz, July 10 in New Paltz, N.Y.

John W. Gammill, 61, former professor of mathematics at U. of Tennessee at Martin, July 1 in Martin, Tenn.

M. Patricia Golden, 52, professor of sociology and anthropology at Northeastern U., July 13 in Boston.

Richard P. Goldthwait, 81, former chairman of geology and mineralogy

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Talia Soora, former biological and

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Adolf Strandhagen, professor emeritus of aerospace and mechanical engineering at U. of Notre Dame, June 24 in South Bend, Ind.

Douglas R. Tomlinson, 43, associate professor of English and film studies at Montclair State College, June 30 in Brie, Ontario.

John S. Vasko, 63, professor emeritus of surgery at Ohio State U., June 23 in Ashville, Ohio.

E. Bright Wilson, 83, professor emeritus of chemistry at Harvard U., July 12 in Cambridge, Mass.

## Coming Events

A symbol (a) marks items that have not appeared in previous issues of The Chronicle.

## AUGUST

3-10: Church-related colleges. "Christian Vocation in Church-Related Colleges: Called to Teach," conference, McPherson College, Abingdon, N.M. Contact: Dean Lewis, Ghost Ranch, Abingdon, N.M. 87510; (505) 685-4333.

8-8: Journalism. Annual convention, Association for Education in Journalism and Mass Communication, Montreal. Contact: AEMC, (803) 777-2005.

8-8: Aesthetics. "Santaria Aesthetics in Contemporary Latino Art," symposium, Spelman College, Atlanta. Contact: Arturo Lindsay, (404) 223-7653.

6-7: Admissions. Workshop for new admissions counselors, Virginia Association of College Registrars and Admissions Officers, Norfolk, Va. Contact: Cynthia McKinney, (804) 455-3209.

6-7: Campus security. "Residence-Hall Security," seminar, University of Delaware, Wilmington, Del. Contact: Jacob Haber, (302) 573-4440.

6-7: Faculty development. "Survey Research," workshop for faculty members, University of Alabama, Tuscaloosa, Ala. Contact: Geri Stone, (205) 348-6225.

6-7: Fund raising. Seminar, John Brown Limited, Harvard Park Club, Cambridge, Mass. Contact: (603) 924-3834.

7: Campus security. "Security Issues on Campus," workshop, Central Association of College and University Business Officers, Albion, Mich. Contact: Wayne Warnecke, (414) 565-1213.

7-8: Christian Studies. World congress, International Christian Studies Association, Pasadena, Cal. Contact: Oker Gruenwald, Suite 11, 2828 Third Street, Santa Monica, Cal. 90405.

7-8: Students. "National Trend Conference: Choosing Your Own Direction," National Council on Alcoholism and Drug Abuse, St. Louis. Contact: NCADA, (314) 962-3456.

8-10: Social sciences. "The Clash of Cultures—Past, Present, and Future," symposium, National Social Science Association, Waikiki Beach Resort Hotel, Honolulu. Contact: (619) 448-4709.

8-12: Official thinking. "Critical Thinking and Educational Reform: Cultivating the Reasoning Mind—Teaching, Testing, Standards, and Assessment," conference, Sonoma State University, Rohnert Park, Cal. Contact: (707) 664-2940.

8-12: Student success courses. Four-day workshop on student success courses, College Survival Inc., San Diego. Contact: csi, (800) 328-8323.

8-12: Faculty development. "Faculty Development Institute: Enhancing the Learning Experience," University of Prince Edward Island, Charlottetown, Prince Edward Island. Contact: Ian MacDonald, (902) 566-0440.

8-14: Administration. "Business Management Institute," Western Association of College and University Business Officers, Santa Barbara, Cal. Contact: Patricia Armstrong, (415) 338-7056.

8-14: Geography. Quadrennial meeting, International Geographical Union, Washington, Contact: (918) 385-5045, or Christine H. O'Toole, (412) 341-6509.

8-14: Research. "Human Science Research: Methods and Models," short course, Saybrook Institute, Lavalut de Pretoy, France. Contact: Saybrook Institute, (415) 441-5034.

8-19: Writing. Workshops on teaching writing and thinking, Bard College, Annandale-on-Hudson, N.Y. Contact: Judi Smith, (914) 738-7484.

8-20: Environment. "Environmental Degradation, Population Displacement, and Global Security," institute, Univer-

sity of Victoria, Whistler, British Columbia. Contact: Justin Longo, (604) 721-8782, or Robie Liscomb, (604) 721-7640.

8-20: Congress. "Understanding Congress," seminar, Congressional Quarterly Inc., Holiday Inn at Metro Center, Washington, Contact: Vincent Bryant, (800) 432-2250, ext. 620 or (202) 887-8620, fax (202) 728-1863.

8-20: Learning. "Identification, Evaluation, and Education of Students With Learning Problems," workshop, University of New England, Biddeford, Me. Contact: Michael L. Stotts, (207) 283-0171, ext. 125.

8-20: Computers. "Principles of Distributed Computing," symposium, Association for Computing Machinery and others, Vancouver, British Columbia. Contact: Norm Hutchinson, (604) 822-8188.

8-20: Thinking. "Strategies for Teaching Critical Thinking Across the Curriculum," workshop, Educational Testing Service and Phi Delta Kappa, Bloomington, Ind. Contact: (812) 339-1156 or (800) 766-1156.

8-20: Mathematics and computers. "Interactive Texts in Mathcad 3.1," workshop, Mathematical Association of America, Seattle Central Community College, Seattle. Contact: Mike Pepe, (206) 357-4073.

8-21: Campus security. "Security Issues on Campus," workshop, Central Association of College and University Business Officers, Joliet Junior College, Joliet, Ill. Contact: Wayne Warnecke, (414) 565-1213, fax (414) 565-1206.

8-21: Congress. "Research Workshop on Congressional Documents," Congressional Quarterly Inc., Washington. Contact: Vincent Bryant, (800) 432-2250, ext. 620 or (202) 887-8620, fax (202) 728-1863.

8-21: Congress. "Strategies for Working With Congressional Staff," seminar, Congressional Quarterly Inc., Washington. Contact: Vincent Bryant, (800) 432-2250, ext. 620 or (202) 887-8620, fax (202) 728-1863.

8-21: Fund raising. "The Fund Raising School: Planning Giving—Getting the Proper Start," Indiana University, San Francisco. Contact: Center on Philanthropy, (317) 274-7063.

8-21: Philosophy. Meeting, European Society for Philosophy of Medicine and Health Care, Budapest. Contact: Ethics, Philosophy, and History of Medicine, Catholic University of Nijmegen, Verlingde Groenestraat 75, 6525 BJ Nijmegen, the Netherlands.

8-21: Education. Biennial national convention, American Federation of Teachers, Pittsburgh. Contact: AFT, (202) 879-4400.

8-21: Congress. "Congress and the Legislative Process," seminar, Congressional Quarterly Inc., Washington. Contact: Vincent Bryant, (800) 432-2250, ext. 620 or (202) 887-8620, fax (202) 728-1863.

8-21: Campus security. "Security Issues on Campus," workshop, Central Association of College and University Business Officers, Edgewood College, Madison, Wis. Contact: Wayne Warnecke, (414) 565-1213.

8-21: Computing and philosophy. International conference on computing and philosophy, American Philosophical Association and other sponsors, University of Central Florida, Orlando, Fla. Contact: Don Jones, Philosophy Department, University of Central Florida, Orlando, Fla. 32816.

8-21: Psychology. Annual convention, American Psychological Association and other sponsors, University of Central Florida, Orlando, Fla. Contact: Marketing Department, APA, (202) 336-5570.

8-21: Phenomenology. "Phenomenology of Life, the Cosmos, and the Human Condition," conference, World Phenomenology Institute, Seoul, South Korea. Contact: (617) 489-3696.

8-21: Jewish studies. "Jewish Diaspora in China: Comparative and Histor-

ical Perspectives," conference, National Endowment for the Humanities and Harvard University, Cambridge, Mass. Contact: Jonathan Goldstein, (408) 866-6508, fax (408) 836-6720.

8-21: Research. "Human Science Research: Methods and Models," short course, Saybrook Institute, Lavalut de Pretoy, France. Contact: Saybrook Institute, (415) 441-5034.

8-21: Congress. "Understanding Congressional Budgeting," seminar, Congressional Quarterly Inc., Washington. Contact: Vincent Bryant, (800) 432-2250, ext. 620 or (202) 887-8620.

8-21: Disabilities. "Americans With Disabilities Act," workshop, College and University Personnel Association, Denver. Contact: CPA, (202) 429-0149, ext. 6.

8-21: Fund raising. "Succeeding in Your Capital Campaign," workshop, Conser Gerber Tinker Stuh, Palmer House, Chicago. Contact: Conser Gerber Tinker Stuh, (708) 505-1433.

8-21: Sociology. "Stability and Change in Stratification Systems," conference, International Sociological Association, Salt Lake City. Contact: Ben Dev Shardu, (801) 581-8029.

8-21: Fund raising. "Charitable Gift Planning—Part I," seminar, National Planned Giving Institute, Ames Doubletree Hotel, Colorado Springs. Contact: (901) 767-2330.

8-22: Mathematics and computers. "Interactive Texts in Mathcad 3.1," workshop, Mathematical Association of America, Los Angeles Pierce College, Woodland Hills, Cal. Contact: Tom McCutcheon, (818) 347-0551, ext. 48.

8-22: Philosophy. "The Role of Philosophy in the Formation of a United Europe," symposium, International Center of Philosophy and Interdisciplinary Research, Zacharia-Olympic, Greece. Contact: Leonidas Borgele, 15124 Amrousson, Athens, Greece.

8-22: Mathematics. Meeting, International Congress on Mathematical Education, Quebec City, Quebec. Contact: (418) 656-7392.

8-22: Philosophy. "European Summer Meeting in Logic, Language, and Information," University of Essex, Colchester, England. Contact: Doug Arnold, Language and Linguistics, University of Essex, Wivenhoe Park, Colchester CO4 3SQ, Britain.

8-22: Business law. Annual conference, Academy of Legal Studies in Business (formerly the American Business Law Association), Charleston, S.C. Contact: Daniel J. Herron, (704) 386-1423.

8-22: Philosophy. "Philosophy of Democratic Government and Democratic Pluralism," conference, Institute for Advanced Philosophical Research, Estes Park, Colo. Contact: Peter Repp, Division of Philosophy and Theology, St. John's University, 300 Howard Avenue, Staten Island, N.Y. 10301.

8-22: Campus security. "Security Issues on Campus," workshop, Central Association of College and University Business Officers, William Jewell College, Liberty, Mo. Contact: Wayne Warnecke, (414) 565-1213.

8-22: Congress. "Advanced Legislative Series of Workshops," Congressional Quarterly Inc., Washington. Contact: Vincent Bryant, (800) 432-2250, ext. 620 or (202) 887-8620.

8-22: Fund raising. "Charitable Gift Planning—Part II," seminar, National Planned Giving Institute, Ames Doubletree Hotel, Colorado Springs. Contact: (800) 238-3233 or (901) 767-2330, fax (901) 761-4268.

8-22: Fund raising. "Prospecting for Capital Ideas," annual national conference, American Prospect Research Association, Reston, Va. Contact: APRA, (703) 525-1191.

8-22: Inflation. Annual conference, Global Inflation Network, York Univer-

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ity, Toronto. Contact: Weston H. H. Agor, University of Texas, P.O. Box 490, El Paso 79968; fax (915) 747-5111, or Rebecca Jubis, (416) 736-5252, fax (416) 736-5679.

20-24: Sociology. Annual meeting, American Sociological Association, American College of ASA, 1722 N Street, Pittsburgh, Contact: Wayne Warnecke, (414) 565-1213, fax (414) 565-1206.

21: Campus security. "Security Issues on Campus," workshop, Central Association of College and University Business Officers, University of St. Thomas, St. Paul. Contact: Wayne Warnecke, (414) 565-1213, fax (414) 565-1206.

21: Management. "Total Quality Management: Executive Seminar," (Systems Inc., Denver. Contact: QSystems Inc., 100 South Sunrise Way, Suite 350, Palm Springs, Cal. 92262; (619) 778-7704.

21: Personnel. "Managing Benevolent-Stay Current Amid Change," seminar, College and University Personnel Association, Westin Peachtree Plaza Hotel, Atlanta. Contact: CPA, 1233 30th Street, N.W., Suite 303, Washington 20036; (202) 429-0149, ext. 6, fax (202) 429-0149.

22-30: Philosophy. Meeting, International Association for Greek Philosophy, Rhodes, Greece. Contact: K. Boukouris, 5 Simonidou Street, 17456 Alios, Greece.

24: Management. "Total Quality Management: Executive Seminar," (Systems Inc., Kansas City, Mo. Contact: QSystems, 100 South Sunrise Way, Suite 350, Palm Springs, Cal. 92262; (619) 778-7704.

24-26: Aging. "Institute on Aging," University of New England, Biddeford, Me. Contact: Michael L. Stotts, University of New England, 11 Hills Beach Road, Biddeford, Me. 04005; (207) 283-0171, ext. 125.

24-27: Computers. International conference on very large data bases, Association for Computing Machinery and other sponsors, Vancouver, British Columbia. Contact: Paul Sorenson, University of Alberta, 615 General Services

Building, Edmonton, Alberta T6G 2H1; (403) 492-4589.

24-28: Philosophy. Division meeting, Australasian Association of Philosophy, University of Otago, Dunedin, New Zealand. Contact: Andrew Moore, Philosophy Department, University of Otago, Dunedin, New Zealand.

25-30: Philosophy. "On the Politics," symposium, University of Bristol, Bristol, England. Contact: Christopher Rowe, Classics and Archaeology, University of Bristol, 11 Woodland Road, Bristol BS8 1TB, England.

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